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Spoken Kashmiri

A Language Course

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Omkar N. Koul

Spoken Kashmiri

A Language Course

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Omkar N. Koul

Indian Institute of Language Studies

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Transcription

Vowels	Front Unrounded		Central		Back Rounded	
High	i	i:	ɨ	ɨ:	u	u:
Mid	e	e:	ə	ə:	o	o:
Low			a	a:	ɔ	ɔ:

Consonants	B.	D.	R	P.	V.	G
Stops:						
VI. unasp	p	t	ṭ		k	
VI. asp	ph	th	ṭh		kh	
Vd. Unasp.	b	d	ḍ		g	
Affricates:						
VI. unasp.		ts		c		
VI. asp.		tsh		ch		
Vd. Unasp.				j		
Nasals:	m	n				
Fricatives: VI.		s		š		h
Vd.		z				
Lateral:		I				
Trill:				r		
Semi-vowels	v			y		

Nasalization of vowels is indicated by the nasal sign over the vowels. The palatalization of consonants is indicated by an apostrophe sign after the consonantal letter: p', b' , etc.

Abbreviations

Abbreviations used are as follows: s. sg. (singular), p. pI. (plural), m. (masculine), f. (feminine), hon. (honorific) non-hon (non honorific), vl. (voiceless), vd. (voiced), unasp (unaspirated) asp. (aspirated), i. (intransitive), t. (transitive), B(bilabial), D(Dental),R (Retroflex), P (Palatal),V (Velar), G (glottal).

Introduction

Area and Speakers

The Kashmiri language is called *kə:šur* or *kə:šir zaba:n* by its native speakers. It is primarily spoken in the Kashmir Valley of the state of Jammu and Kashmir in India. According to the 1981 census there are 30,76,398 speakers of the language. The census was not conducted in the year 1991. Keeping in view the rise of the population over last many years, the current number of its speakers will be around four million. Kashmiri is also spoken by Kashmiris settled in other parts of India, and other countries. The language spoken in and around Srinagar is regarded as the standard variety. It is used in literature, mass media and education.

Classification and Dialects

There is a general consensus amongst historical linguists that Kashmiri belongs to the Dardic branch of the Indo-Aryan family. Grierson (1919), Morgenstierne (1961), Fussman (1972) classify Kashmiri under Dardic group of Indo-Aryan languages. The term Dardic is stated to be only a geographical convention and not a linguistic expression. The classification of Kashmiri and other Dardic languages has been reviewed in some works (Kachru 1969, Strand 1973, Koul and Schmidt 1984) with different purposes in mind. Kachru points out linguistic characteristics of Kashmiri. Strand presents his observations on Kafir languages. Koul and Schmidt have reviewed the literature on the classification of Dardic languages and have investigated the linguistic characteristics or features of these languages with special reference of Kashmiri and Shina.

Kashmiri has two types of dialects: (a) Regional dialects and (b) Social dialects. Regional dialects are further of two types: (i) those regional dialects or variations which are spoken in the regions inside the valley of Kashmir and (ii) those which are spoken in the regions outside the valley of Kashmir. Kashmiri speaking area in the valley is ethno-semantically divided into three regions: (1) Maraz (southern and south-eastern region), (2) Kamraz (northern and north-western region) and (3) Srinagar and its neighboring areas. There are some minor linguistic variations mainly at the phonological and lexical levels. Kashmiri spoken in the three regions is not only mutually intelligible but quite homogeneous. These dialectical variations can be termed as different styles of the same speech. Since Kashmiri, spoken in and around Srinagar has gained some social prestige, very frequent 'style switching' takes places from Marazi or Kamrazi styles to that of the style of speech spoken in Srinagar and its neighboring areas. This phenomena of style switching is very common among the educated speakers of Kashmiri. Kashmiri spoken in Srinagar and surrounding areas continues to hold the prestige of being the standard variety which is used in mass media and literature.

There are two main regional dialects, namely Poguli and Kashtawari spoken outside the valley of Kashmiri (Koul and Schmidt 1984). Poguli is spoken in the Pogul and Paristan valleys bordered on the east by Rambani and Siraji, and on the west by mixed dialects of Lahanda and Pahari. The speakers of Poguli are found mainly to the south, south-east and south-west of Banihal. Poguli shares many linguistic features including 70% vocabulary with Kashmiri (Koul and Schmidt 1984). Literate Poguli speakers of Pogul and Pakistan valleys speak standard Kashmiri as well. Kashtawari is spoken in the Kashtawar valley, lying to the south east of Kashmir. It is bordered on the south by Bhadarwahi, on the west by Chibbali and Punchi, and on the east by Tibetan speaking region of Zanskar. Kashtawari shares most of the linguistic features of standard Kashmiri, but retains some archaic features which have disappeared from the latter. It shares about 80% vocabulary with Kashmiri (Koul and Schmidt 1984).

No detailed sociolinguistic research work has been conducted to study different speech variations of Kashmiri spoken by different communities and speakers who belong to different areas, professions and occupations. In some earlier works beginning with Grierson (1919: 234) distinction has been pointed out in two speech variations of Hindus and Muslims, two major communities who speak Kashmiri natively. Kachru (1969) has used the terms Sanskritized Kashmiri and Persianized Kashmiri to denote the two style differences on the grounds of some variations in pronunciation, morphology and vocabulary common among Hindus and Muslims. It is true that most of the distinct vocabulary used by Hindus is derived from Sanskrit and that used by Muslims is derived from Person-Arabic sources. On considering the phonological and morphological variations (besides vocabulary) between these two dialects, the terms used by Kachru do not appear to be appropriate or adequate enough to represent the two socio-dialectical variations of styles of speech. The dichotomy of these social dialects is not always clear-cut. One can notice a process of style switching between the speakers of these two dialects in terms of different situations and participants. The frequency of this 'style switching' process between the speakers of these two communities mainly depends on different situations and periods of contact between the participants of the two communities at various social, educational and professional levels. Koul (1986) and Dhar (1984) have presented co-relation between certain linguistic and social variations of Kashmiri at different social and regional levels. The sociolinguistic variations of the language deserve a detailed study.

Unique Characteristics

Kashmiri is closely related to Shina and some other languages of the North-West frontier. It also shares some morphological features such as pronominal suffixes with Sindhi and Lahanda. However, Kashmiri is different from all other Indo-Aryan languages in certain phonological, morphological and syntactic features. For example, Kashmiri has a set of central vowels /ɨ , ɨː, ə and əː/ , and dental affricates /ts/ and /tsh/ which are not found in other Indo-Aryan languages. In a similar way, in Kashmiri the finite verb always occurs in the second position with the exception in relative clause constructions. The word order in Kashmiri, thus, resembles the one in German, Dutch, Icelandic, Yiddish and a few other languages. These languages form a distinct set and are currently known as Verb Second (V-2) languages. Note that the word order generated by V-2 languages is quite different from Verb middle languages such as English. In a V-2 language, any constituent of a sentence can precede the verb. It is worth mentioning here that Kashmiri shows several unique features which are different from the above mentioned other V-2 languages.

Script

Various scripts have been used for Kashmiri. The main scripts are: Sharda, Devanagari, Roman and Perso-Arabic. The Sharda script, developed around the 10th century, is the oldest script used for Kashmiri. The script was not developed for writing Kashmiri. It was primarily used for writing Sanskrit by the local scholars at that time. Besides a large number of Sanskrit literary works, old Kashmiri works were written in this script. This script does not represent all the phonetic characteristics of the Kashmiri language. It is now being used for very restricted purposes (for writing horoscopes) by the priestly class of the Kashmiri Pandit community. The Devanagari script with additional diacritical marks is used for Kashmiri by writers and researchers in representing the data from Kashmiri texts in their writings in Hindi related to language, literature and culture. It is also used as an additional script (besides Perso-Arabic)or alternate script in certain literary works, religious texts including devotional songs written by Hindu writers outside the valley of Kashmir after their migration from the valley. It is being used by a few journals namely *Koshur Samachar*, *Kshir Bhawani Times, Vitasta,* and *Milchar* on regular basis. Certain amount of inconsistency prevails in the use of diacritic signs. The diacritic signs for writing Kashmiri in this script have recently been standardized and the computer software is available for it. It is not yet used in all the publications. The Roman script is also used for Kashmiri but is not very popular. The Roman script with phonetic diacritic signs is used in the presentation of data from Kashmiri in the linguistic and literary works related to the Kashmiri language and literature written in English. It is also used in instructional materials for teaching and or learning Kashmiri as a second/foreign language through the medium of English. However, there is no uniformity in the use of diacritic signs.

The Perso-Arabic script with additional diacritical marks now known as Kashmiri script has been recognized as the official script for Kashmiri by the Jammu and Kashmir Government and is now widely used in publications in the language. It still lacks standardization (Koul 1996). The computer software is available for writing Kashmiri in this script.

Learning of Kashmiri as a second/foreign language

In recent years, there has been an increasing interest in learning Kashmiri as a second/foreign language. Kashmiri is being taught as a second language at the Northern Regional Language Centre (CIIL) Patiala since 1971. A limited number of pedagogical materials in the from of language courses and supplementary materials have been produced in Kashmiri so far. Kachru (1969,1973) has made first serious attempt in this regard. Koul (1985,1995) has prepared two textbooks for teaching basic and intermediate level courses in Kashmiri at the NRLC Patiala. They introduce all major structures of the Kashmiri language. Bhat (1982) and Raina (1995) have prepared readers in for teaching Kashmiri at the first two levels at the sochool level. They contain lessons on the Kashmiri script and some structures. Bhat (2001) has prepared an audio-cassette course in Kashmiri with a manual useful for the second language learners of Kashmiri.

The present book is essentially a self-instructional course. It contains 20 lessons presenting basic structures of the Kashmiri language. Each lesson contains usually one major structure along with related patterns. All the lessons consist of text, mostly in the form of dialogues, followed by drills, exercises, vocabulary and notes on grammar. Texts are given with equivalent English translations. It is to be noted that these English translations have no one to one correspondence with Kashmiri, either structurally or stylistically but are intended, only to convey the general meaning.

Drills are provided for the oral practice of the structure and teachable items introduced in each lesson. The types of drills introduced are: Substitution drill, Repetition drill, Transformation drill, and Response drill. The main types of exercises used in this book are: Fill in the blanks using suitable words, completion of sentences, answering of questions, using of words and phrases in sentences etc. The drills and exercise are designed to help the development of learners' linguistic competence in the language systematically. The vocabulary section lists lexical items, which occur in the lesson for the first time. The English meanings given for the lexical items are generally restricted to the context they occur in the lesson. The notes on grammar are provided from the functional point of view and the use of technical terms is kept to the minimum. The learners may consult other sources (Kachru 1969, 1973, Koul 1977, 1985, Koul and Hook 1984, Bhat 1986, and Wali and Koul 1997) for more detailed grammatical descriptions. The appendix provides a list of classified vocabulary in Kashmiri.The learners who use this book as a self-instructional course must ensure that they practice drills and attempt exercises given in each lesson with the assistance of a native speaker of Kashmiri or from the lessons recorded, to be obtained from the publishers.

This book was first published in 1987. It is reprinted with minor revisions. I would like to thank Mr Sunil Fotedar for making it available on net and encouraging me to bring out its second reprint.

Lesson 1

1.	yi k'a: chu?	What is this?
	yi chu me:z.	This is a table.
	yi chu ka:kaz.	This is a paper.
	yi chu kalam.	This is a pen.
2.	hu k'a: chu?	What is that?
	hu chu darva:zɨ.	That is a door.
	hu chu pankhɨ	That is a fan.
	hu chu pardɨ	That is a curtain.
3.	yim k'a: chi?	What are these?
	yim chi me:z.	These are tables.
	yim chi ka:kaz.	These are papers.
	yim chi kalam.	These are pens.
4.	hum k'a: chi?	What are those?
	hum chi darva:zɨ.	Those are doors.
	hum chi pankhɨ	Those are fans.
	hum chi pardɨ.	Those are curtains.
5.	yi k'a: cha?	What is this?
	yi cha kita:b.	This is a book.
	yi cha kəmi:z.	This is a shirt.
	yi cha dava:th.	This is an inkpot.
6.	yimɨ k'a: cha?	What are these?
	yimɨ cha kita:bɨ.	These are books.
	yimɨ cha kəmi:zɨ.	These are shirts.
	yimɨ cha davə:ts.	These are inkpots.
7.	hɔ k'a: cha?	What is that?
	hɔ cha gər.	That is a watch.
	hɔ cha və:j	That is a ring.
	hɔ cha kursi:	That is a chair.

8.	humɨ k’a: cha?	What are those?
	humɨ cha gari.	Those are watches.
	humɨ cha va:ji.	Those are rings.
	humɨ cha kursiyi.	Those are chairs.

Drills

I. Substitution drill

(i) yi/hu chu —

duka:n	‘a shop’
maka:n	‘a house’
p’a:lɨ	‘a cup’
kul	‘tree’

(ii) yim/hum chi —

duka:n	‘shops’
maka:n	‘houses’
p’a:lɨ	‘cups’
kul’	‘trees’

(iii) yi/hɔ cha —.

kuz	‘key’
dəj	‘handkerchief’
ṭu:p’	‘cap’
bəniya:n	‘pullover’

(iv) yimɨ /humɨ cha —

kuzɨ	‘keys’
daji	‘handkerchiefs’
ṭo:pi	‘ḉaps’
bəniya:nɨ	‘pullovers’

II. Transformations drill

yi chu kul. > yim chi kul.’
yi chu maka:n. > yim chi maka:n.
hu chu p’a:lɨ . > hum chi p’a:lɨ.
hu chu ko:ṭh. > hum chi ko:ṭh.
yi cha də:r. > yimɨ cha da:ri.
yi cha almə:r’. > yimɨ cha alma:ri.
hɔ cha ka:pi:. > humɨ cha ka:piyi.
hɔ cha cit?h’. > humɨ cha ciṭhi.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets

yi chu —(pen)
hu chu—(cup)
hɔ cha —(window)

hu chu —(tree)
hum chi —(doors)
humɨ cha —(caps)

II. Answer the following questions

yi k'a: chu? (darva:zɨ)	yi chu drava:zɨ .
hu k'a: chu? (ko:ṭh)	hum k'a: chi? (kalam)
hu k'a: chu? (p'a:lɨ)	hum k'a: chi? (pardɨ)
hɔ k'a: cha? (almə:r')	humɨ k'a: cha?(ṭo:pi)
hɔ k'a: cha? (kuz)	humɨ k'a: cha? (ka:piyi)

III. Write down 20 sentences using words from the table below:

yi, hu	chu	kita:b, və:j, kuz	kuzɨ , alma:ri
yim, hum	chi	pardɨ , davə:ts,	də:r, daji, p'a:lɨ ,
hɔ, humɨ	cha	ṭo:pi, da:ri, ka:piyi	

Notes

In this lesson, we lave introduced. pimple declarative and interrogative sentences using demonstrative pronouns, forms of the copular verb in the present tense and an interrogative word k'a: 'what'.

Dernonstrative pronoun

Kashmiri has the following three term system of demonstrative pronouns in the nominative case.

	Masculine		Feminine		
	Sg.	Pl.	Sg.	Pl.	
Prox	yi	'this'	yim	yi	yimɨ
Rem II.	hu	'that'	humhɔ	humɨ	
Rem. II	su	'that'	tim	sɔ	timɨ

These demonstrative pronouns can be used with both animate and inanimate subjects. The third category of demonstrative pronouns has not been used in this lesson. The term *ti* can also be used alternately with *su* or *sɔ* in case the subject is inanimate. The masculine plural forms *yim, hum* and *tim* are used for honorific singular subjects as well.

Word-order

In Kashmiri, the verb usually comes in the second position. The surface word order of a simple declarative sentence is subject +verb+object. The word-order of a question word interrogative sentence is: subject + interrogative word + verb+ remaining constituents, e.g.,

yi chu me:z	'This is a table.'
yi k'a: chu?	'What is this?'

Copular verb

The copular verb agrees with the subject in both number and gender. Following are forms of the copular verb in present tense used with third person subject:

Masculine		Feminine	
Sg.	Pl.	Sg.	Pl.
chu	cha	cha	chi

Gender

There are two genders in Kashmiri: masculine and feminine. All the inanimate nouns (as well as animate ones) are assigned to one of the two genders.

Number

There are two numbers: singular and plural. There are different types of rules for plural formation which apply according to the phonological structure of the words. Some of these rules are indicated below:

(1) Most of the consonant ending and vowel /ɨ/ ending masculine nouns do not change in their plural form:

me:z	'table(s)'	kalam	'pen(s)'
duka:n	'shop (s)'	pardɨ	'curtain(s)'

(2) The vowels /o:/ and /o/ changes into /e:/ and /a/ respectively and the word final non-palatal consonants are palatalized:

kul	'tree'	>	kul'	'trees'
mo:l	'father'	>	mə:l'	'fathers'
noṭ	'pitcher'	>	nəṭ'	'pitchers'
koṭ	'a boy'	>	kəṭ'	'boys'

(3) Palatal consonants do not change in plural forms:

bo:y	'brother'	>	bə:y	'brothers'

(4) The second vowel /u/ in disyllabic words changes to /a/ in plural forms:

kɔkur	'cock'	>	kɔkar	'cocks'
batukh	'duck'	>	batakh	'ducks'

(5) Most of the feminine plurals are formed by adding suffixes -ɨ or -i depending on the phonological structure of the word. After these suffixes are added, certain other changes may take place

	Sg.					Pl.
-ɨ	kita:b	'book'	+	ɨ	>	kita:bɨ
	kami:z	'shirt'	+	ɨ	>	kəmi:zɨ
	kuz	'key'	+	ɨ	>	kuzɨ
-i	ka:pi:	'copy'	+	i	>	ka:piyi
	gər	'watch'	+	i	>	gari
	ciṭh'	'letter'	+	i	>	ciṭhi
	ṭu:p'	'cap'	+	i	>	ṭo:pi

(6) Besides certain changes in vowels, the consonants /th/, /ṭ / and /ḍ / change into /ts/, /c/ and /j/ respectively, e.g.,

ra:th	'night	>	rə:ts	'nights'
dava:th	'inkpot'	>	davə:ts	'inkpots'
pəṭ	'plank'	>	paci	'planks of wood'
lənḍ	'branch'	>	lanji	'branches'

(7) In one case there is a change of only vowel:

ga:v	'cow'	>	gə:v	'cows'

(8) The /i/ ending feminine nouns do not change in their plural forms, e.g., *beni* 'sister(s).

Vocabulary

yi		this	kursi:	f	chair
hu	m	that/he	duka:n	m	shop
yim	m	these	maka:n	m	house
humm		those	p'a:lɨ	m	cup
hɔ	f	that/she	kul	m	tree
humɨ	f	those	kuz	f.	key
chu	m	is	dəj	f.	handkerchief
chi	m	are	ṭu:p'	f.	cap
cha	f.s.	is	bəniya:n	f.	pullover
cha	f.p.	are	ko:ṭh	m.	coat
k'a:		what	alməːr'	f.	almirah
me:z	m	table	ciṭh'	f.	letter
ka:kaz	m	paper	ka:pi:	f.	copy
kalam	m	pen	mo:l		father
beni		sister	noṭ	m	pitcher
lənḍ	f	branch	koṭ	m.	boy
darva:zɨ	m	door	bo:y		brother
pankhɨ	m	fan	kɔkur	m	cock
pardɨ	m	curtain	batukh	m	duck
kita:b	f	book	ra:th	f	night
kəmi:z	f	shirt	pəṭ	f	a plank
dava:th	f	inkpot	ga:v		cow
gər	f	watch	və:j	f	ring

Lesson 2

1.	yi kus chu?	Who is this?
	yi chu dob.	This is a washerman.
	yi chu sɨts.	This is a tailor.
	yi chu cha:n.	This is a carpenter.
	yi chu mozu:r.	This is a laborer.
2.	hu kus chu?	Who is that?
	hu chu nəyid.	That is a barber.
	hu chu dəsil.	That is a mason.
	hu chu duka:nda:r.	That is a shopkeeper.
	hu chu gru:s.	That is a farmer.
3.	yim kam chi?	Who are these?
	yim chi dob’.	These are washermen.
	yim chi sɨts.	These are tailors.
	yim chi cha:n	These are carpenters.
	yim chi mozu:r.	These are laborers.
4.	hum kam chi?	Who are those?
	hum chi nəyid.	Those are barbers.
	hum chi dəsil.	Those are masons,
	hum chi duka:nda:r.	Those are shopkeepers.
	hum chi grɨ:s’.	Those are farmers.
5.	yim kam chi?	Who is this?
	yim chi ḍa:kṭar sə:b.	This is a doctor.
	yim chi mạ:ṣṭarji:	This is a teacher.
	yim chi vəki:l sə:b.	This is an advocate.
	yim chi inji:niyar.	This is an engineer.
6.	hum kam chi?	Who is that?
	hum chi dar sə:b.	That is Mr. Dhar.
	hum chi khan sə:b.	That is Mr. Khan.

	hum chi rə:na: sə:b.	That is Mr. Raina.
	hum chi mohanji:	That is Mohanji.
7.	yim cha: ko:l sə:b?	Is this Mr. Koul?
	a:, yim chi ko:l sə:b	Yes, this is Mr. Koul.
	yim cha: sohanji?	Is this Sohan?
	na, yim chinɨ sohanji:	No, this is not Sohan.
	yim chi ša:mji:	This is Sham.
8.	hum cha̅: ma:ṣtarji:?	Is that a teacher?
	na, hum chinɨ ma:ṣtarji:	No, that is not a teacher.
	hum chi ḍa:kṭar.	That is a doctor.
	humɨ cha: nərsɨ?	Are those nurses?
	a:, humɨ cha nərsɨ.	Yes, those are nurses.

Drill

I. Substitution drill

1. yi/hu chu —

sɔnur	'goldsmith'
kha:r	'blacksmith'
cu:k'dar	'chowkidar'

2. yim/hum chi —

swanɨr'
kha:r
cu:k'dar

3. yim/hum cha: —?

me:jar	'major'
sipa:h	'soldier'
duka:nda:r	

4. yim/hum chi —

ma:ṣtarji:
ḍa:kṭar sə:b
vəki:l sə:b

II. Transformations drill

yi chu sonur. > yam chi sornɨr'.
yi chu kha:r. > yim chi kha:r.
hu chu cu:k'dar. > hum chi cu:k'dar.
hu chu sipa:h. > hum chi sipa:h.
su chu mozu:r. > tim chi mozu:r.
su chu dəsil. > tim chi dəsil.
sɔ cha nərɨs. > timɨ cha nərsɨ.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

1. yim chi ḍa:kṭar, yim chinɨ -- (lawyer)
2. yim chi mozu:r, yim chinɨ -- (masons)
3. yi chunı nə:yid, yi chu -- (carpenter)
4. yi chanɨ nərɨs, yi cha -- (teacher)
5. hu chu duka̅:nda:r, hu chunɨ -- (soldier)
6. hu chu kha:r, hu chunɨ -- (goldsmith)
7. sɔ cha ḍa:kṭar, sɔ chanɨ -- (nurse)
8. sɔ cha dob'ba:y, sɔ chanɨ -- (tailor)
9. tim chi sɨts, tim chinɨ -- (washermen)
10. timɨ cha ma:sṭarba:yi, timɨ chanɨ-- (nurses)

II. Answer the following questions:

1. yim cha: ḍa:kṭar sə:b? (a:) a:, yim chi ḍa:k ṭ ar sə:b.
2. yim cha: vəki:l sə:b? (na)
3. yim china: mozu:r? (a:)
4. humı cha: nərsɨ? (na)
5. humɨ cha: ma:sṭarba:yi? (a:)
6. tim cha: duka:nda:r? (na)

III. Write down 20 sentences using words from the table below:

yi/yim	chu/chunɨ	gru:s/mozu:r
hu/hum	chi/chinɨ	cha:n/cu:k'dar
su/tim	cha/chanı	nərɨs/ ḍa:kṭ ar
sɔ/timɨ		ma:s ṭarba:y

Notes

In this lesson demonstrative pronouns and question words have been used for animate subjects, along with the forms of copulār verb.

Question words

Following question words are used with animate subjects agreeing with the subject in number and gender:

Masculine		Feminine	
Sg	Pl.	Sg.	Pl.
kus	kam	kɔs	kamɨ

Yes-no answer type questions.

'Yes-no' answer type questions are formed by adding interrogative particle *-a:* to the (copular) verb. When this particle. is, added, the preceding vowel, if any, gets deleted, e.g.,

chu + a: = cha:	chunɨ + a: = chuna:
chi + a: = cha:	chinɨ + a: = china:
cha + a: = cha:	chanɨ +a: = chana:

Short answers to such questions can either be *a:* 'yes' or *na* 'no'. These short answers may optionally be followed by a complete statement as in the following examples:

yi cha: ḍa:kṭar?	Is this a doctor?
a:, yi chu ḍa:kṭar.	Yes, this is a doctor.
yim cha: vəki:l?	Is this a lawyer?
na, yim chinɨ vəki:l.	No, this is not a lawyer,

Negation

The negative particle *nɨ* 'not'- is added after the copular verb in the negative statement, e.g.,

yim chi ma:ṣṭar.	This is a teacher.
yim chinɨ ma:ṣṭar.	This is not a teacher.

Honorific titles

The honorific titles *sə:b* (Hindi-Urdu *sa:hib)* and *ji:* are added with the names of persons for indicating respect or politeness. Whereas *sə:b* is added generally to the surnames of Hindus and Muslims, *ji:* is added to the first (and middle) names of Hindus only.

dar sə:b	'Mr. Dhar'
mohanji:/mohanla:lji:	'Mohanji/Mohanlalji'

Both *sə:b* and *ji:* are used with the professional titles of persons belonging to both communities, e.g.,

ḍa:kṭar sə:b	ma:sṭar sə:b/ma:sṭar ji:

Vocabulary

kus	m.s.	who	ma:sṭar		teacher, master
kam	m.p.	who	nərɨs		nurse
kas	f.s.	who	sɔnur	m	goldsmith
kamɨ	f.p.	who	kha:r	m	blacksmith
dob	m.s.	washerman	cu:k'dar	m	chowkidar
sɨts		tailor	me:jar		major
cha:n	m	carpenter	sipa:h		soldier
mozu:r		laborer	a:		yes
nə:yid	m	barber	na		no
dəsil	m	mason	nɨ		not
duka:nda:r		shopkeeper	sə:b		honorific title
gru:s	m	farmer	ji:		polite title
ḍa:kṭar		doctor	vəki:l		lawyer
inji:niyar		engineer			

Lesson 3

A.	yim kəts šur’ chi?	How many children are these?
B.	yim chi zɨ šur’.	These are two children.
A.	hum kəts chi?	How many are those?
B.	hum chi tre šur’.	Those are three children.
A.	humɨ kəts ko:ri cha?	How many girls are those?
B.	humɨ cha tso:r ko:ri	Those are four girls.
A.	tim kə:t’a:h ləḍkɨ chi?	How many boys are those?
B.	tim chi pã:tsh ləḍkɨ	Those are five boys.
A.	yimɨ cha: še zana:nɨ	Are these six women?
B.	na, yimɨ cha sath.	No, these are seven.
A.	hum cha: ə:ṭh marɨd?	Are those eight men?
B.	na, hum chi nav.	No, those are nine.
A.	yimɨ kə:tsa:h kursiyi cha?	How many chairs are these?
B.	yimɨ cha dəh.	These are ten.

2.	yi chu akh ja:n ba:g.	This is a good garden.
	yi ja:y cha sa:ph.	This place is clean.
	yi ja:y cha s’aṭha: khu:bsu:rath.	This place is very beautiful.
	yim po:š chi saphe:d.	These flowers are white.
	hum po:š chi gulə:b’.	Those flowers are pink.
	ga:sɨ chu sabɨz.	The grass is green.
	yim zɨ kul’ chi ja:n.	These two trees are good.
	yi po:n’ chu sarɨd.	This water is cold.
	ca:y cha garɨm.	The tea is hot.
	ta:ph chu tot.	The sun is hot.

3.	yi ləḍkɨ chu tshoṭ.	This boy is short.
	hum zɨ ləḍkɨ chinɨ tshot’.	Those two boys are not short.
	yi ku:r cha tshoṭ.	This girl is short (in height).
	humɨ zana:nɨ cha tshɔci.	Those women are short.
	yi chu n’u:l kapur.	This cloth is blue.
	yim chi ni:l’ palav.	These clothes are blue.

yi cha ni:j kəmi:z.	This is a blue shirt.
yimɨ cha ni:ji kəmi:zɨ.	These are blue shirts.

Drills

I. Substitution drill

(1) yim/hum kats --?
yinsa:n
ləḍkɨ
kul'
ja:nvar

(2) yimɨ/humɨ kəts --?
kita:bɨ
kursiyi
zana:nɨ
ko:ri

(3) yi/hu šur chu --
ga: ṭul
tshoṭ
z'u: ṭ h
zə:v'ul

(4) yi/hɔ ku:r cha --
tshoṭ
zi:ṭh
zə:vij
ga:ṭ ɨj

II. Transformations drill

yi chu z'u:ṭh kul. > yim chi zi:ṭh' kul'.
yi chu zə:v'ul kul. > yim chi zə:vil' kul'.
hu chu n'u:l po:š > hum chi ni:l' po:š.
hu chu tshoṭ ləḍkɨ. > hum chi tshoṭ ' ləḍkɨ.
hɔ cha ga:ṭ ɨj ku:r. > humɨ cha ga:ṭɨji ko:ri.
hɔ zana:n cha zi:ṭh. > humɨ zana:nɨ cha ze:chi.
su ləḍkɨ chu ga:ṭ ul. > tim ləḍkɨ chi ga:ṭ ɨl'.
su chu da:na:. > tim chi da:na:.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

1. yim chi pã:tsh ...(boys)
2. yim chi sath ... (men)
3. humɨ chanɨ dəh ...(women)
4. yi ba:g chu :...(beautiful)
5. yim po:š chi ...(white)
6. yim kul' chi ... (short)
7. humɨ ko:ri cha ... (slim)
8. ca:y chanɨ ... (cold)
9. po:š chinɨ ... (blue)
10. yimɨ ko:ri cha ... (tall)

II. Answer the following questions:

1. yim kə:t'a:h chi? (dəh) yim chi dəh.
2. yim kəts maka:ṇɨ chi? (še)
3. yi cha: z'u:ṭh kul? (a:)
4. hu cha: saphe:d po:š? (na)
5. yi ca:y cha: garɨm? (a:)
6. ta:ph cha: tot? (na)
7. po:n' chuna: sarɨd? (na)
8. ga:sɨ chuna: sabɨz? (a:)
9. yim china: sa:ph palav? (a:)
10. yim china: s'aṭ ha: ga:ṭ ɨl'? (a:)

II. Write down 20 sentences using words from the table below:

yi/hu/hɔ	šur/šur'	chu/chunɨ	sa:ph
yim/hum/huṃɨ	ba:g	cha/chanɨ	ja:n
su/sɔ	maka:nɨ	chi/cḥinɨ	zə:v'ul/zə:vil'
tim/timɨ	po:š		z'u:ṭh/zi:ṭh'
	ko:ri		zə:vij/zə:viji
			zi:Th/ze:chi
	kul'		n'u:l/ni:l'/ni:j/ni:ji

Notes

Numerals

In this lesson cardinal numerals from 1 to 10 have been introduced. All the numerals have been given in the appendix.

Adjectival complements

The copular verb *a:sun* 'to be' takes adjectival (adjectives/ adjective phrases) as complements besides nominal and adverbial. There are two kinds of adjectives: (1) those which are not inflected for number and gender of the. nouns they modify; and (2) those which are inflected. Adjectives like *sabɨz* 'green', *saphe:d* 'white', *gulə:b'*, 'pink', *ja:n* 'good', *sarɨd* 'cold.', *da:na:* 'wise' *khu:bsu:rath* 'beautiful' *garɨm* 'hot' etc. fall in the first category of adjectives. Following are the forms of some of the adjectives which are inflected for number and gender of the nouns they modify:

Masculine		Feminine		
Sg.	Pl.	Sg.	Pl.	
n’u:l	ni:l’	ni:j	ni:ji	blue
vɔzul	vɔzɨl’	vɔzɨj	vɔzji	red
l’odur	leḍɨr’	ledɨr	ledri	yellow
kruhun	krɨhɨn’	krɨhɨn’	krəhni	black
zə:v’ul	zə:vɨl’	zə:vij	zə:viji	slim
z’u:ṭh	zi:ṭh’	zi:ṭh	ze:chi	tall
v’oṭh	veṭ h’	v’əṭh	vechi	fat
ga:ṭ ul	ga: ṭ ɨl’	ga:ṭ ɨj	ga: ṭɨji	wise
tshoṭ	tshoṭ ’	tshoṭ	tshɔci	short
tot	tət’	təts	tatsɨ	hot

Question word kəts ‘how many’

The question word *kəts* is used for both masculine and feminine objects. *kə:t’a:h/ kəts’* is used for masculine, and *kə:tsa:h* or *kɨ:tsɨ* for feminine objects only, e.g.,

kəts ləḍkɨ /ko:ri	‘How many boys/girls’
kə:t’a:h/kəts ləḍkɨ	‘How many boys’
kə:tsa:h/kɨ:tsɨ ko:ri	‘How many girls’

Vocabulary

kəts		how many	ja:n		good
kə:t’a:h	m.	how many	ja:y	f	place
kə:tsa:h	f.	how many	sa:ph		clean
kə:t’a:h	m.	how many	s’aṭha:		very
kɨ̂:tsɨ	f.	how many	šur		child
khu:bsu:rath		beautiful	ku:r		girl
saphe:d		white	ləḍkɨ		boy
ga:sɨ	m	grass	zana:n		woman
sabɨz		green	tot	m	hot
kul	m	tree	marɨd		man/men
po:š		flower	akh		one
po:n’	m	water	zɨ		two
sarɨd		cold	tre		three
ca:y	f	tea	tso:r		four
tshoṭ	m	short	ba:gm		garden
n’u:l	m	blue	pã:tsh		five

kapur	m.	cloth
palav	m	clothes
da:na:		wise
ga:ṭul	m.s.	wise
zə:v'ul	m.s.	slim
ja:nvar	m.	bird

še	six
sath	seven
ə: ṭh	eight
nav	nine
dəh	ten
gulə:b'	pink

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Lesson 4

1.	yi chu m'o:n pa:n.	This is my body.
	yi chu m'o:n kalɨ.	This is my head.
	yi chu co:n buth.	This is your face.
	yi chu co:n athɨ.	This is your hand.
2.	yim chi me:n' athɨ.	These are my hands.
	yim chi me:n' khɔr.	These are my feet.
	yim chi cə:n' kan.	These are your ears.
	yim chi cə:n' neṭh.	These are your thumbs.
3.	yi cha me:n' nas.	This is my nose.
	yi cha me:n' õgɨj.	This is my finger.
	yi cha cə:n' gardan.	This is your neck.
	yi cha cə:n' z'av.	This is your tongue.
4.	yiṃɨ cha m'a:ni õgɨji	These are my fingers.
	yiṃɨ cha m'a:ni bumɨ.	These are my eyebrows.
	yiṃɨ cha ca:ni zangɨ.	These are you: legs.
	yiṃɨ cha ca:ni əch.	These are your eyes.
5.	yi chu tuhund mas.	This is your hair.
	yi chu tuhund koṭh.	This is your knee.
	yi cha tuhɨnz hɔ̃gan'.	This is your chin.
	yi cha tuhɨnz yaḍ.	This is your belly.
6.	yim chi tuhɨnd' koṭh'.	These are your knees.
	yim chi tuhɨnd' vuṭh.	These are your lips.
	yimɨ cha tuhɨnzɨ narī.	These are your arms.
	yimɨ cha tuhɨnzɨ əch.	These are your eyes.
7.	yi chu təm'sund necuv.	This is his/her son.
	yim chi təm'sɨnd' mo:l mə:j.	These are his/her parents.
	yimɨ cha təm'sɨnzɨ ko:ri.	These are his/her daughters.

8.	yi chu tihund bo:y.	This is his/her/their brother
	yim chi tiḥind' ə:šina:v	These are his/her/their relatives.
	yi cha tihɨnz beni.	This is his/her/their sister.
	yimɨ cha tihɨnzɨ hamsa:yi.	These are his/her/their neighbors.

Drills

I. Response drill

1.	yi cha: tuhund āthi? (a:)	a:, yi chu m'o:n athɨ.
2.	yi cha: tuhɨnz nər? (a:)	a:, yi cha me:n' nər.
3.	yim cha: tuhɨnd' khɔr? (a:)	a:, yim chi me.n' khɔr.
4.	yi cha: m'o:n ph'ok? (no)	na, yi chunɨ tuhand ph'ok.
5.	yi cha: m'o:n kan? (na)	na, yi chunɨ tuhund kan.
6.	yiṃɨ cha: tuhɨnzɨ õgji? (na)	na, yimɨ chanɨ m'a:ni õgji.
7.	yi cha: tuhund necuv? (na)	na, yi chunɨ m'o:n necuv.
8.	yi cha: tuhɨnz beni? (a:)	a:, yi cha m:e:n' beni.
9.	yim china: tuhɨnd' bə:y? (na)	na, yim chinɨ me:n' bə:y.
10.	yi chana: tuhɨnz ku:r? (na)	na, yi chanɨ mẹ:n' ku:r.

II. Transformations drill

1. yi chu m'o:n kan. > yim chi me:n' kan.
2. yi chu co:n ə:šina:v. > yim chi cə:n' ə:šina:v
3. yi cha tuhɨnz nər. > yimɨ cha tuhɨnzɨ nari
4. yi cha tuhɨnz zang. > yimɨ cha tuhɨnzɨ zangɨ.
5. hu chu təm'sund bo:y. > hum chi təm'sɨnd' bə:y.
6. hu chu təm'sund do:s. > hum chi təm'sɨnd' do:s.
7. yi cha təm'sɨnz ku:r. > yimɨ cha təm'sɨnzɨ ko:ri.
8. yi cha təm'sɨnz beni. > yimɨ cha təm'sɨnzɨ beni.
9. hu chu m'o:n do:s. > hum chi me:n' do:s.
10. hu chu co:n necuv. > hum chi cə:n' neciv'.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets.

1. yi cha me:n'… (nose)
2. yi chanɨ me:n'... (eye)
3. yi chu co:n … (knee)

7. yi chu tuhund … (friend)
8. yi cha tuhɨnz … (mother)
9. yim chi tuhɨnd' … (parents)

4. yi chu tuhund … (thumb) 10. yimɨ cha tuhɨnzɨ …(sisters)
5. yi chu tuhund … (brother)
6. hum chi tuhɨnd'... (neighbor)

II. Answer the following questions:

1. yim kam chi? (do:s) yim chi me:n' do:s.
2. hum kam chi? (ə:šina:v)
3. yim cha: tuhɨnd' hamsa:yi? (na)
4. hum cha: tuhɨnd' bə:y? (a:)
5.yi cha: tuhɨnz ku:r? (na)
6. hɔ cha: tuhɨnz beni? (a:)
7. yi kəm'sund bo:y chu? (m'o:n)
8. hum kəm'sɨnd' do:s chi? (tuhɨnd')
9. hɔ kəm'sɨnz beni cha7 (me:n')
10. humɨ kəm'sinzɨ ko:ri cha? (tuhɨnzɨ)

III. Write down 20 sentences using words given in the table below:

yi/yim/yimɨ	chu/chunɨ	m'o:n/co:n	do:s
hu/hɔ/hum/humɨ	chi/chinɨ	me:n'/cə:n'	mo:l mə:j
su/sɔ/tim/timɨ	cha/chanɨ	m'a:ni/ca:ni	ko:ri/beni
	tuhund/tuhɨnd'	əch/kan	
	tuhɨnz/tuhɨnzɨ		
	təm'sund/təm'sɨnz		

Notes

Possessive Pronouns

Possessive pronouns have the following forms agreeing with the subject in number (and status) and with object in both number and gender:

Subject	Object			
	Masculine		Feminine	
Person	Sg.	Pl.	Sg.	Pl.
1st (sg)	m'o:n	me:n'	me:n'	m'a:ni
1st (pl)	so:n	sə:n'	sə:n'	sa:ni
2nd (sg)	co:n	cə:n'	cə:n'	ca:ni
2nd (pl)	tuhund	tuhɨnd'	tuhɨnz	tuhɨnzɨ

3rd (sg.) prox.	yəm’sund	yəm’sɨnd’	yəm’sɨnz	yəm’sɨnzɨ
3rd (sg) rem.	təm’sund	təm’sɨnd’	təm’sɨnz	təm’sɨnzɨ
3rd (pl)prox.	yimanhund	yimanhɨnd’	yimanhɨnz	yimanhɨnzɨ
	yihund	yihɨnd’	yihɨnz	yihɨnzɨ
Rem.	timanhund	timanhɨnd’	timanhɨnz	timanhɨnzɨ
	tihund	tihɨnd’	tihɨnz	tihɨnzɨ
Inter. (sg)	kəm’sund	kəm’sɨnd’	kəm’sɨnz	kəm’sɨnzɨ
(pl)	kɨhund	kɨhɨnd’	kɨhɨnz	kɨhɨnzɨ

Vocabulary

m’o:n	m.s.	my	kəm’sɨnzɨ	f.p.	whose
me:n’	m.p.	my	kɨhɨnzɨ	f.p.	whose
me:n’	f.s.	my	pa:n	m.s.	body, self
m’a:ni	f.p.	my	kalɨ	m.	head
co:n	m.s.	your	buth	m.	face
cə:n’	m.p.	your	athɨ	m.	hands
cə:n’	f.s.	your	khɔr	m.	foot/feet
ca:ni	f.p.	your	kan	m.	ear/ears
tuhund	m.s.	your	neṭh	m.	thumb(s)
tuhɨnd’	m.p	your	nas	f.	nose
tuhɨnz	f.s.	your	z’av	f.	tongue
tuhɨnzɨ	f.p.	your	õgij	f.	finger
təm’sund	m.s.	his/her	gardan	f.	neck
tihund	m.s.	his/her	bum	f.	eyebrow
təm’sɨnd’	m.p.	his/her	zang	f.	leg
tihɨnd’	m.p.	his/her	əch	f.	eye
təm’sɨnz	f.s.	his/her	maṣ	m.	hair
tihɨnz	f.s.	his/her	koṭh	m.	knee
təm’sɨnzɨ	f.p.	his/her	hõgan’	f.	chin
tihɨnzɨ	f.p.	his/her	yaḍ	m.	belly
kəm’sund	m.s.	whose	vuṭh	m.	lip(s)
kɨhund	m.s.	whose	nər	f.	arm
kəm’sɨnd’	m.p.	whose	necuv		son
kɨhɨnd’	m.p.	whose	beni		sister
kəm’sɨnz	m.s.	whose	mo:l mə:j		parents
kihɨnz	f.s.	whose	hamsa:yi		neighbor(s)
ə:šina:v		relatives			

Lesson 5

1.	yim chi dar sə:b.	This is Mr. Dar.
	dar̲ sə:b chi sə:n’ hamsa:yi.	Mr. Dar is our neighbor.
	yi cha ru:pa:ji, dar sə:bɨn’ a:šen’.	This is Rupaji, Mr. Dar’s wife.
	yim chi dɔšvay s’at ṭha: šəri:ph.	Both of them are very gentle.
	dar sə:b chi ḍa:kṭ ar.	Mr. Dar is a doctor.
	rame:š chu yihund necuv.	Ramesh is his son.
	ši:lɨ cha yihɨnz ku:r.	Shiela is his daughter.
	uma: cha rame:šɨn’ zana:n.	Uma is Ramesh’s wife.
	rame:š chu bank mane:jar.	Ramesh is a bank manager.
	uma: cha ka:le:j lekcarar.	Uma is a college lecturer.
	sohnɨ chu rame:šun do:s.	Sohan is Ramesh’s friend.
	su chu sarkə:r’ mulə:zim.	He is a government servant.
	sohnɨn’ beni rama: cha ši:lɨn’ ves.	Sohan’s sister Rama is Shiela’s friend.
	yimɨ cha dɔšvay anɨhərɨši.	Both of them are unmarried.
	sohnɨn’ pita:ji chi akh ṭhe:kɨdar.	Sohan’s father is a contractor.
	tim chi s’aṭha: əmi:r.	He is very rich.
2.	dar sa:bun maka:n chu s’a ṭha: boḍ.	Mr. Dar’s house is quite big.
	maka:nuk paš chu ṭi:nuk.	The roof of the house is (made) of tin.
	maka:nɨk’ darva:zɨ chi mazbu:t.	The doors of the house are strong.
	maka:nci da:ri cha ši:šci	The windows of the house are made of glass.
	maka:nɨc kira:y cha pã:tsh rɔpɨyi.	The rent of the house is sa:s sa:s five thousand rupees.
	so:n maka:n chu lɔkuṭ	Our house is small.

kul chi tso:r kamrɨ.	There are four rooms in all.
co:kɨ chu boḍ.	The kitchen is big.
šra:nɨ kuṭh' chi zɨ.	There are two bathrooms.
maka:nuk ã:gun chu ja:n.	The compound of the house is good.

Drills

I. Transformation drill

yi chu maka:nuk darva:zɨ. > yim̄ chi maka:nɨk' darva:zɨ
yi cha maka:nɨc də:r. > yimɨ cha·maka:nɨci da:ri.
yi chu dar sə:bun do:s > yim chi dar sa:bɨn' do:s.
yi chu yihund hamsa:yi. > yim chi yihɨnd' hamsa:yi.
yi chu sohnun bo:y. > yim chi sohnɨn' bə:y.

II. Response drill

yi kuhnnd ə:šina:v chu? (m'o:n)	yi chu m'o:n ə:šina:v
yi cha: tuhund hamsa:yi? (a:)	a:, yi chu so:n hamsa:yi.
yim cha: tuhɨnd' do:s? (a:)	a:, yim chi me:n' do:s.
yi kɨhɨnz ku:r cha? (ra:mji:yin')	yi cha ra:mji:yin' ku:r.
yim kɨhɨnd' neciv' chi? (dar sə:bɨn')	yim chi dar sə:bɨn' neciv'.
yimɨ kɨhnzɨ ko:ri cha? (ko:l sə:bɨni)	yimɨ cha ko:l sə:bɨni ko:ri.
maka:nɨk' mə:likh kam chi? (bɨ)	bɨ chus maka:nuk mə:likh

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words/phrases given in brackets:

1. dar sə:b chi … hamsa:yi. (our)
2. ru:pa:ji: cha … a:šen'. (Mr. Dar's)
3. ša:mji: chi … neciv' (Mr. Raina's)
4. rame:š chu … do:s. (Sohan's)
5. ram̄a: cha … beni. (Sohan's)
6. … pita:ji chi s'aṭha: əmi:r. (Ram's)
7. .... chu šəri:ph (owner of the house)
8. … cha nɨ mazbu:t (windows of the house)
9. … chi t?he:kɨdar. (my friend)
10. … chu so:n hamsa:yi. (your friend)

II. Answer the following questions using cues:

1. dar sə:b kɨhɨnd' hamsa:yi chi? (me:n')
2. rame:š kuhund necuv chu? (dar sə:bun).
3. sohnl kus chu? (rame:šun necuv)
4. rama: kɔs cha? (sohnɨn' beni)
5. t?he:kɨdar kam chi? (kha:n sə:b)
6. rame:š k'a: chu? (lekcarar)
7. uma: kɔs cha? (rame:šɨn' zana:n)
8. uma: kɨhɨnz ves cha? (šī:lɨn')
9. sohnɨ kuhund do:s chu (ramešun)
10. rama: kɨhɨnz beni cha? (sohnɨn')

III. Write down 15 sentences using words from the table given below:

rameš/sohnɨ	chu/chunɨ	so:n/sə:n'	rištɨda:r/d?a:dkṭar
rama:/uma:	cha/chanɨ	m'o:n/me:n'	hamsa:yi/vəki:l
dar sə:b	chi/chịnɨtu	hund/tuhɨnd'	do:s

Notes

Possessive nouns

Following suffixes are added to the animate nouns changing them in possessive nouns agreeing with the object in number and gender:

Masculine		Feminine	
Sg.	Pl	Sg	Pl
-un	-in'	-in'	-ini

Examples:

ra:mun necuv	'Ram's son'
ra:mɨn' neciv'	'Ram's sons'
ra:mɨn' gər	'Ram's watch'
ra:mɨni gari	'Ram's watches'

Vocabulary

a:šen’		wife	əmi:r		rich
dɔšvay		both	pita:		father
šəri:ph		gentle	boḍ	m.	big
yihund	m.s	his/her	ṭi:n	m.	tin
yihɨnz	f.s.	his/her	darva:zɨ	m.	door
yihɨnd’	m.p.	his/her	mazbu:t	m	strong
yihɨnzɨ	f.p.	his/her	də:r	f.	window
bank	m.	bank	paš	m.	roof
manejar		manager	ši:šɨ	m.	glass
ka:le:j	m.	college	kira:y	f.	rent
lekcarar		lecturer	sa:s		thousand
sarka:r	f	government	rɔpɨyi	f	rupees
lɔkuṭ	m.s.	small	mulə:zim		employee
kamrɨ	m.	room	do:s		friend
co:kɨ	m.	kitchen	ves		girl’s girl friend
ã:gun	m	compound	anɨhu:r	m..	unmarried
anɨhəriš	f.s.	unmarried	ṭhe:kɨdar		contractor
šra:nɨ kuṭh	m.	bathroom			

Lesson 6

1.	A.	toh’ kam chiv?	What’s your name?
	B.	bɨ chus rame:š.	I’m Ramesh.
	A.	toh’ chiva: kə:šir’?	Are you a Kashmiri?
	B.	a:, bɨ thus kə:šur.	Yes, I’m a Kashmiri.
	A.	yim kam chi?	Who is this?
	B.	yim chi ra:ke:š	This is Rakesh.
	A.	toh’ chiva: ba:rɨn’?	Are you brothers?
	B.	na, əs’ chi do:s.	No, we are friends.
	A.	toh’ chiva: panjə:b’?	Are you a Punjabi?
	B.	na, bɨ chus nɨ panjə:b’,	No, I am not a Punjabi, I’m
		bɨ chus bangə:l’.	a Bengali.
		me:n’ zana:n cha panjə:b’.	My wife is a Punjabi.
2.	A.	toh’ kam chiv?	What’s your name?
	B.	bɨ chas rama:.	I’m Rama.
		yi cha uma:.	This is Uma.
	A.	toh’ chava: benɨni?	Are you sisters?
	B.	na, əs’ cha vesɨ.	No, we are friends.
		bɨ chas gujrə:t’.	I’m a Gujarati.
		rama: cha kə:šir.	Rama is a Kashmiri.
	A.	bɨ ti chas kə:šir	I’m Kashmiri too.
		me:n’ bartha: chi marə:ṭh’.	My husband is a Marathi.
3.	A.	tsɨ kus chukh?	What’s your name?
	B.	bɨ chus nəzi:r.	I am Nazir.
	A.	tsɨ kəs chakh?	What’s your name?
	B.	bɨ chas ra:jɨ.	I’m Raja.
		yi cha sa:rɨ.	This is Sara.
	A.	toh’ chava: vesɨ?	Are you friends?
	B.	na, əs’ cha benɨni.	No, we are sisters.
	A.	tsɨ chukha: ga:muk?	Do you belong to a village?
	B.	a:, bɨ chus ga:muk.	Yes, I am.
	A.	toh’ chava: ša:hrɨci	Are you from the city?
	B.	a:, əs’ cha ša:hrɨci.	Yes, we belong to the city.

Drills

I. Substitution drill

1. bɨ chus…
bangə:l’
kə:šur
panjə:b’
gujrə:t’
ga:muk

2. əs’ chi …
bangə:l’
kə:šir’
panjə:b’
gujrə:t’
ga:mɨk’

3. bɨ chas…
kə:šir
ga:mɨc
ša:hrɨci
panjə:b’
bangə:l’

4. əs’ cha…
vesɨ
benɨni
kə:širi
ga:mɨci
ša:hrɨci

II. Transformations drill

bɨ chus ḍa:kṭar. > əs’ chi ḍa:kṭar.
bɨ chus duka:nda:r. > əs’ chi duka:nda:r.
bɨ chas inji:niyar. > əs’ cha inji:niyar.
bɨ chas vəki:l > əs’ cha vəki:l.
tsɨ chukh dob. > toh’ chiv dob’.
tsɨ chukh na:yid. > toh’ chiv nə:yid.
tsɨ chakh nərɨs. > toh’ chavɨ nərsɨ.
tsɨ chakh ma:sṭarba:y. > toh’ chavɨ ma:sṭarba:yi.
su chu kə:šur. > tim chi kə:šir’.
su chu panjə:b’. > tim chi panjə:b’.
sɔ cha ga:mɨc. > timɨ cha ga:mɨcɨ.
sɔ cha ša:hrɨc. > timɨ cha ša:hrɨcɨ.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

1. bɨ chus … (lawyer)
2. bɨ chus … (carpenter)
3. əs’ chi … (Kashmiri)
4. tsɨ chukh … (shopkeeper)
11. bɨ chas… (Punjabi)
12. bɨ chas… (teacher)
13. toh’ chiv … (villagers)
14. toh’ chiv… (friends)

5. tsɨ chukh … (Bengali)
6. tsɨ chakh …(Punjabi)
7. hu chu … (barber)
8. hɔ cha … (tailor)
9. su chu … (wise)
10. sɔ cha … (wise)
15. toh' chavɨ … (villagers)
16. toh' chavɨ … (sisters)
17. hum chi ... (barbers)
18. humɨ cha … (friends)
19. tim chi … (short boys)
20. timɨ cha … (tall girls)

II. Answer the following questions:

1. toh' chiva: kə:šir'? (a:) a: bɨ chus kə:šur̄.
2. toh' chiva: bangə:l'? (a:)
3. toh' chiva: ḍa:kṭar? (a:)
4. toh' chiv: duka:nda:r? (a:)
5. bɨ chusa: panjə:b'? (na) na, toh' chivnɨ panjə:b'.
6. bɨ chusa: vəki:l? (na)
7. bɨ chasa: zi:ṭh? (na)
8. bɨ chasa: v'əṭh? (na)
9. tsɨ chukhna: kə:šur? (na) na, bɨ chusnɨ kə:šur.
10. tsɨ chakhna: ga:ṭɨj? (na)
11. su chuna: z'u:ṭh? (na)
12. sɔ chana: krɨhɨn' (na)
13. tim china: panjə:b'? (na)
14. timɨ chana: ja:n ko:ri? (na)

III. Write down 20 sentences using words from the table below:

bɨ/əs'	chus/chas	kə:šur/kə:šiṛ'/kə:šir/kə:širi
tsɨ/toh'	chiv/cha/chu	panjə:b'/bangə:l'
su/tim	chukh/chakh	ga:muk/ga:mɨk'/ga:mɨc/ga:mɨci
sɔ/timɨ	chiv/chav	ša:hruk/š:hrɨk'/ša:hrɨc/ ša:hrɨci

Notes

In this lesson personal pronouns have been introduced in the nominative case along with the forms of the copular verb in the present tense.

Personal pronouns in the nominative case

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1st per.	bɨ	əs'	bɨ	əs'
2nd per.	tsɨ	toh'	tsɨ	toh'

3rd per.(within sight)	hu	hum	hɔ	humɨ
3rd per. (out of sight)	su	tim	sɔ	timɨ

Note that second and third person masculine plural forms of personal pronouns are used for honorific singulars as well. e.g.,

toh' chiv ḍa:kṭar.	You are a doctor.
hum chi vəki:l.	He is a lawyer.
tim chi kə:šir'.	He is a Kashmiri.

Copular verb forms in the present tense

Following are the forms of the copular verb 'be' in Kashmiri in present tense agreeing with the subject in person, number and gender:

	Masculine		Feminine	
	Sg.	Pl.	Sg:	Pl.
1st per.	thus	chi	chas	chi
2nd per.	chukh	chiv	chakh	chavɨ
3rd per.	chu	chi	cha	cha

It is to be noted that second and third person masculine plural forms are used for honorific singulars as well. Examples are already given above.

Interrogative particle */-a: /*

The interrogative particle */-a:/* can be added to the negative copular verb form ending in *-nɨ*, e.g.,

bɨ chusnɨ kə:šur.	I am not a Kashmiri.
bɨ chusna: kə:šur.	Am I not a Kashmiri?

Vocabulary

bɨ		I	gujrə:t'		Gujarati
əs'		we	marə:ṭh'		Marathi
tsɨ	s.	you	do:s		friend
toh'	p.	you	kə:šur	m.s.	Kashmiri
chus	m.s	am	bartha:		husband
chas	f.s.	am	ga:muk	m	a villager
bangə:l'		Bengali	šahruk	m	belonging

chukh	m.s	(you) are			to a city
chakh	f.s.	(you) are	benɨni		sisters
chiv	p.	(you) are	panjə:b'		Punjabi
chavɨ	f.p.	(you) are	kə:širi	f.p.	Kashmiri
kə:šɨr	f.s.	Kashmiri	kə:šir'	m.p.	Kashmiri

Lesson 7

A.	namaska:r.	Namaskar (Greetings)
B.	namaska:r. toh' chiva: va:ray?	Namaskar. How are you?
A.	ahan ma:hra: va:ray.	I'm fine.
B.	toh' k'a: chiv kara:n?	What are you doing?
A.	bl chus kita:b para:n.	I am reading a book.
B.	ši:lɨ k'a: cha kara:n?	What is Shiela doing'?
A.	ši:lɨ cha ciṭh' le:kha:n?	Shiela is writing a letter.
B.	šur' cha: ginda:n?	Are children playing?
A.	vi:nɨ cha re:ḍiyo: bo:za:n.	Vina is listening to radio.
	šanɨ cha palav chala:n.	Shana is washing clothes.
B.	mi:nɨ kati cha?	Where is Meena?
A.	mi:nɨ cha batɨ rana:n.	Meena is cooking food.
B.	k'a:zi? no:kar kati chu?	Why? Where is the servant?
A.	su chu az be:ma:r.	He is sick today.
B.	be:bi: kati cha?	Where is Baby?
A.	be:bi: cha TV vucha:n.	Baby is watching TV.

***

A.	toh' kot ə:sivɨ gatsha:n ra:th?	Where were you going yesterday?
B.	bɨ o:sus ba:zar gatsha:n.	I was going to the market.
	toh' kati ə:sivɨ?	Where were you?
A.	bɨ o:sus dava: heva:n.	I was purchasing a medicine.
B.	nəzi:r sə:b kati ə:s'?	Where was Mr. Nazir?
A.	tim ə:s' kẽh ka:kaz tshã:ḍa:n.	He was looking for some papers.
B.	nəsi:mɨ k'a: ə:s kara:n?	What was Nasim doing?
A.	sɔ ə:s panin' palav suva:n.	She was stitching her clothes.
A.	tsɨ osukha: batɨ kheva:n?	Were you eating your food?
B.	na, bɨ o:sus ca:y cava:n.	No, I was taking tea.
A.	rama: ə:sa: bəniya:n vo:na:n?	Was Rama knitting a sweater?

B.	na, sɔ ə:s tasvi:r bana:va:n.	No, she was drawing a picture.
A.	tsɨ k'a: o:sukh kara:n?	What were you doing?
B.	bɨ o:sus kə:m kara:n.	I was doing some work.

Drills

I. Substitution drill

1. bɨ chus /chas…
   - bati kheva:n
   - ca:y cava:n
   - kita:b para:n
   - ciṭh' le:kha:n

2. əs' chi/cha
   - palav chala:n
   - batɨ rana:n
   - saphə:yi kara:n
   - TV vucha:n

3. tsɨ chukh/chakh …
   - re:ḍiyo: bo:za:n
   - ca:y bana:va:n
   - ginda:n
   - ba:zar gatsha:n

4. toh' chiv/chavɨ ..
   - ca.y bana:va:n
   - bəniya:n vo:na:n
   - palav suva:n
   - palav chala:n

II. Transformations drill

bɨ chus kita:b para:n. > bɨ o:sus kita:b para:n.
bɨ chas ciṭh' le:kha:n. > bɨ ə:sis ciṭh' le:kha:n.
əs' chi batɨ kheva:n. > əs' ə:s' batɨ kheva:n.
tsɨ chukh ca:y cava:n. > tsɨ o:sukh ca:y cava:n.
tsɨ chakh bəniya:n vo:na:n. > tsɨ ə:sɨkh bəniya:n vo:na:n.
toh' chiv palav chala:n. > toh' ə:sivɨ palav chala:n.
su chu re:ḍiyo: bo:za:n. > su o:s re:ḍiyo: bo:za:n.
sɔ cha TV vucha:n. > sɔ ə:s TV vucha:n.
tim chi saphə:yi: ka:ra:n > tim ə:s' saphə:yi: kara:n.

Exercises

I. Fill in the blanks using appropriate words:

1. bɨ … kita:b …
2. toh' … palav …
3. su … re:ḍiyo:…
4. tim … ca:y …
5. rama: … palav …
6. tsɨ … ciṭh' …
7. toh' …batɨ…
8. sɔ … TV…
9. timɨ … ba:zar …
10. nəsi:mɨ … dava: …

II. Answer the following questions using cues:

1. toh' k'a: chiv kara:n? (reading) bɨ chus para:n.
2. toh' k'a: chiv vo:na:n? (sweater)
3. toh' k'a: chiv cava:n? (tea)
4. tsɨ k'a: chukh para:n? (book)
5. tsɨ k'a: chakh le:kha:n? (letter)
6. tim k'a: ə:s' heva:n? (medicine)
7. toh' kot ə:sivɨ gatsha:n? (market)
8. toh' k'a ə:sivɨ bana:va:n? (picture)
9. toh' k'a: ə:sivɨ suva:n? (clothes)
10. tim k'a: ə:s' tshã:ḍa:n? (papers)

III. Write down 20 sentences using words given in the table below:

bɨ/əs'/tsɨ/toh'	chus/chas/chukh	kita:b para:n
su/tim/sɔ/timɨ	chakh/chu/chiv	ciṭh' le:kha:n
	chi/cha/chavɨ	batɨ rana:n
	o:sus/ə:sɨs/ə:s'	ca:y bana:va:n
	a:sɨ/o:sukh/ə:sɨkh	palav chala:n
	ə:sivɨ/a:sɨvɨ/o:s	ginda:n/heva:n

Notes

Main verb roots

In Kashmiri main verb roots are of two types : consonant ending roots and vowel ending roots. Most of the verbs have consonant ending roots and only a limited number of verbs (about seven) have vowel ending roots. Infinitives are formed by adding *-uń* suffix to the roots:

	Verb roots	*Infinitive*	
1.	par-	parun	'to read'
	kar-	karun	'to do'
	le:kh-	le:khun	'to write'
2.	khe-	kh'on	'to eat'
	ce-	con	'to drink'
	ni-	n'un	'to take'

Notice that certain phonological changes take place while forming infinitive forms in the second category of verbs.

Present progressive

The present progressive is formed by adding the suffix *-a:n* to the main verb roots and by using the present auxiliary verbs agreeing with the subject, in person, gender and number.

Present auxiliary verbs

Note that the present auxiliary verb forms and the copular verb forms of the copular verb *be* are the same.

Past auxiliary verbs

Following are the forms of the past auxiliary verb *a:s* 'be' agreeing with the subject in person, gender and number.

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1st Per.	o:sus	ə:s'	ə:sɨs	a:sɨ
2nd Per.	o:sukh	ə:sivɨ	ə:sɨkh	a:sɨvɨ
3rd Per.	o:s	ə:s'	ə:s	a:sɨ

Note that the second and third person masculine plural forms are used for honorific second and third person singular subjects respectively, e.g.,

toh' ə:sivɨ ciṭh' para:n.	you (hon.) were reading a letter.
tim ə:s' kita:b para:n.	He (hon.) was reading a book.

Past progressive

Sentences with past progressive are constructed by adding the progressive suffix *-a:n.* to the main verb and by using the auxiliary form of the verb agreeing with the subject in person, number and gender.

Vocabulary

namaska:r	a term of greeting used by a Hindu for a Hindu.	kot		where
		gatshun		to go
		dava:	m	medicine
va:ray	alright	h'on		to buy
karun	to do	kẽh		some

le:khun		to write
gindun		to play
bo:zun		to listen
chalun		to wash
re:ḍiyo:	m	radio
kati		where
batɨ	m	food
ranun		to cook
az		to day
bema:r		sick
TV	m	television
vuchun		to see, to watch
kə:m	f	work
ka:kaz	m	paper(s)
tshã:ḍun		to search
panun	m	own
suvun		to stitch
kh'on		to eat
con		to drink
vo:nun		to knit
tasvi:r	f	picture
bana:vun		to make
saphə:yi:	f	cleanliness
saphə:yi karɨn'		to clean

Lesson 8

A.	toh' kati chiv ro:za:n?	Where do you live?
B.	bɨ chus ro:za:n_siri:nəgrɨ.	I live in Srinagar.
A.	toh' k'a: kə:m chiv kara:n?	What do you do?
B.	bɨ chus ka:rɨba:r kara:n.	I am in business.
A.	kam'uk ka:rɨba:r?	Which business?
B.	əs' chi tsu:ṭh'an hund ka:rɨba:r kara:n.	We deal in apples.
	asi chu akh duka:n ami:ra: kədlɨ.	We have a shop at Amira Kadal.
	toh' k'a: chiv kara:n?	What do you do,?
A.	bɨ chus ma:ṣṭar.	I am a teacher.
B.	toh' kar chiv sku:l gatsha:n?	At what time do you go to school?
A.	bɨ chus navi baji sku:l gatsha:n .	I go to school at 9 o'clock.
B.	va:pas kar chiv yiva:n?	At what time do you return?
A.	tso:ri baji.	At 4 0' clock.
B.	toh' k'a: chiv parɨna:va:n?	What subjects do you teach?
A.	bɨ chus hisa:b tɨ ãgri::zi: parɨna:va:n.	I teach mathematics and English.
B.	m'o:n necuv chu dəhimi para:n.	My son studies in the tenth class.
	su chu sakh mehnath kara:n.	He works very hard.
	me:n' ku:r cha ɨ:ṭ himi para:n.	My daughter studies in the eighth class.
	sɔ cha silə:y ti hecha:n.	She learns stitching (of clothes) too.
	sɔ cha s'aṭha: ja:n geva:n.	She sings very well.
A.	acha:?	Is it?
	bɨ ti o:sus geva:n.	I also used to sing.
	m'o:n lɔkuṭ ləḍkɨ chu ha:ki: ginda:n.	My younger son plays hockey.
	su chu navɨ vuhur.	He is nine years old.

2. bɨ chus pã:tsi baji nendri vɔtha:n.	I get up at 5 0' clock.
bɨ chus athɨ buth chala:n.	I wash my hands and feet.
bɨ chus dɔhay sə:r kara:n.	I go for a walk daily.
bɨ chus šeyi baji šra:n kara:n	I take a bath at 6 0' clock.
bɨ chus ə: ṭhi baji ca:y cava:n	I have my tea at 8 0' clock.
bɨ chus navi baji daphtar ne:ra:n.	I start for my office at 9 0' clock.
bɨ chus dəhi baji daphtar va:ta:n.	I reach my office at 10 0' clock.
bɨ chus šeyi baji garɨ yiva:n.	I come home at 6 0' clock.

Drills

1. Substitutionl drill

1. bɨ chus/chas …ro:za:n.
bambyi (Bombay)
dili (Delhi)
a:gra: (Agra)
anantna:gɨ (Anantnag)
jemi (Jammu)

2. bɨ chus/chas daphtar gatsha:n ….
ə: ṭhi baji
dahi baji
kahi baji
bahi baji

3. m'o:n necuv chu para:n..
doyimi
treymi
tsu:rimi
pĩ::tsimi
šeymi

4. toh' chiv parna:va:n …
hisa:b
ãgri:zi:
kə:šur 'Kashmiri'
ko:nu:n 'law'
saynas 'science'

II. Response drill

toh' chiva: ka:rɨba:r kara:n?	(a:) a:, bɨ chus ka:rɨba:r kara:n.
toh' chiva: no:kri: kara:n?	(a:) a:, bɨ chus no:kri: kara:n.
toh' chiva: geva:n?	(na) na, bɨ chusnɨ geva:n.
toh' chiva: siri:nəgrɨ ro:za:n?	(na) na, bɨ chusnɨ siri:nəgrɨ ro:za:n
tuhund necuv cha: ha:ki: ginda:n?	(a:) a:, su chu ginda:n.
tuhɨnz ku:r cha: geva:n?	(a:) a:, sɔ cha geva:n.

III. Transformation drill

toh' kati chiv ro:za:n? > toh' kati ə:sivɨ ro:za:n?
bɨ chus/chas ro:za:n ga:mɨ. > bɨ o:sus/ə:sɨs ro:za:n ga:mɨ.
əs' chi/cha ro:za:n ša:hrɨ. > əs' ə:s'/a:sɨ ro:za:n ša:hrɨ.
mohnɨ chunɨ ginda:n. > mohnɨ o:snɨ ginda:n.
tim chi sku:l gatsha:n > tim ə:s' sku:l gatsha:n.
timɨ cha geva:n. > timɨ a:sɨ geva:n.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

I. əs' chinɨ ga:mɨ ….. (live)
2. bɨ chusnɨ … kara:n (business)
3. bɨ chus … garɨ gatsha:n. (8 0' clock)
4 əs' chi va:pas …yiva:n. (10 0' clock)
5. m'o:n lɔkuṭ bo:y chu ….para:n. (9th class)
6. me:n' beni cha … hecha:n. (stitching)
7. mohnɨ chu …. vuhur. (11)
8. bɨ chus/chas …. kara:n. (working hard)
9. əs' chi ….. daphtar va:ta:n. (11 o'clock)
10. toh' chiv ….. sə:r kara:n. (daily)

II. Answer the following questions:

1. toh' kati chiv ro:za:n?
2. toh' k'a: kə:m chiv kara:n?
3. toh' chiva: no:kri kara:n?
4. toh' kəts vɨlhir' chiv?
5. toh' k'a: chiv hecha:n?
6. toh' kar chiv nendri vɔtha:n?
7. toh' chiva: geva:n?
8. toh' k'a: chiv ginda:n?
9. toh' kar chiv daphtar/sku:l gatsha:n?
10. va:pas kar chiv garɨ yiva:n?

III. Write down 20 sentences using words given in the table below:

bɨ/əs’	chus/chas/chi/o:sus/ə:sɨs	kita:b	para:n, le:kha:n,
tsɨ/toh’	chukh/chakh/chiv	ha:ki:	ginda:n,parlna:va:n
	o:sukh/ə:sɨkh/ə:sivɨ		hecha:n, gatsha:n
su/sɔ	chu/cha/o:s/ə:s	šra:n	kara:n, yiva:n
tim/timɨ	ə:s’/ə:sɨkh/a:sɨvɨ	sə:r	va:ta:n, ne:ra:n
			daphtar

Notes

Present and past indefinite construction

The present and past indefinite constructions are formed by adding the suffix *-a:n* to the main verb, and by using the forms of present or past auxiliary verbs agreeing with the subject in person, gender and number.

Adverbs of place

The locative case markers *-ɨ* and *-i* are added to the consonant ending adverbs of place for indicating the location, e.g.,

siri:nəgɨr+ɨ = siri:nəgrɨ ‘in Srinagar’
amira: kadɨl +ɨ= ami:ra:kədlɨ: ‘at Amira Kadal’
dil+ i = dili ‘in Delhi’

A zero suffix is added to the *-a:* ending adverbs of place:
a:gra: +Ø = a:gra:

Adverbs of time

The suffix *-i* is added to all the constituents of adverbs of time phrases to indicate the definiteness, e.g.,

tre +i baje + i = treyi baji ‘at 3 o’clock’
tso:r +i baje + i = tso:ri baji ‘at 4 o’clock’
pã:tsh +i baje + i = pã:tsi baji ‘at 5 o’clock’
še +i baje + i = šeyi baji ‘at 6 o’clock’

Notice that certain morphophonemic changes take place after these suffixes are added: The semi-vowel */y/* is added after the final vowel of monosyllabic roots, and the final vowel of the disyllabic words is elided before the suffix *-i* is added to it.

Coordinate conjunction morpheme tɨ *'and'*

The coordinate conjunction morpheme *tɨ* 'and' is used to conjoin two or more than two noun phrases, verb phrases or sentences which are of the similar structure, e.g.,

mohnɨ tɨ ra:jɨ chi para:n.	Mohan and Raj are studying.
toh' chiv kə:šur tɨ ãgri:zi: para:n	You study Kashmiri and English.
mohnɨ chu z'u: ṭh tɨ ra:jɨ chu tshoṭ .	'Mohan is tall and Raja is short.

Vocabulary

ro:zun		to live/stay	hechun		to learn
ka:rɨba:r	m	business	gevun		to sing
ha:ki:	f	hockey	tsu:ṭh	m	apple
vuhur	m	years old	əmi:ra:kədɨl	m	Amira kadal
nendɨr	f	sleep	sku:l	m	school
vɔthun		to get up	baje		hour, o'clock
athɨ-buth		hands and face	va:pas		return
dɔhay		daily	yun		to come
sə:r	m	a walk	va:pas yun		to return
parɨna:vun		to teach	hisa:b	m	mathematics
daphtar	m	office	ãgre:zi:	m	English
ne:run		to start	sakh		very hard
va:tun		to reach	mehnath		hard work
garɨ	m	home	silə:y		stitching
šra:n	m	bath	šra:n karun		to take a bath

Lesson 9

1.	buth chal.	Wash your face.
	kə:m kar̲.	Do your work.
	kita:b par.	Read your book.
	kalam an.	Bring your pen.
	ciṭh' le:kh.	Write a letter.
	sku:l gatsh.	Go to school.
	sabakh kar ya:d.	Learn your lesson.
	ha:ki: gind.	Play hockey.
2.	šra:n kəriv.	Please take your bath.
	akhba:r pəriv.	Please read the newspaper.
	ca:y ceyiv.	Please take your tea.
	ba:zar gətshiv.	Please go to the market.
	sabzi: əniv.	Please bring vegetables.
	kə:m kəriv.	Please do your work.
	palav badlə:viv.	Please change your clothes
	daphtar ni:riv.	Please start out for the office.
3.	šo:r mɨ kəriv, tshɔpɨ kəriv.	Do not make noise, keep quiet.
	ca:y mɨ ceyiv, dɔd ceyiv.	Do not drink tea, drink milk.
	TV mɨ vuchiv, panɨn' kə:m kəriv.	Do not watch TV., do your own work.
	tsu:ṭh' mɨ kheyiv, batɨ kheyiv.	Do not eat apples, eat your meals.
	re:ḍiyo: mɨ bu:ziv, gətshiv pəriv.	Do not listen to radio, go (and) study.
4.	darva:zɨ kartɨ band.	Close the door.
	də:r mɨtsra:vtɨ.	Open the window.
	bijli: za:ltɨ.	Switch on the light.
	sabakh partɨ.	Learn your lesson.
	nov mazmu:n le:khtɨ.	Write down a new essay.
	nəv kath bo:zna:vtɨ.	Narrate a new story.

sku:lɨc kə:m ha:vtɨ.	Show your school assignment.
vakhɨt matɨ kartɨ za:yi.	Do not waste time.

5.	ba:zar gətsh’tav.	Please go to the market.
	sabzi: ən’tav.	Please bring vegetables.
	tse:r matɨ kər’tav	Please don’t be late.
	jaldi: kər’tav.	Please hurry.
	mə:lɨ palav chəl’tav	Please wash dirty clothes.
	nəv’ palav tshun’tav.	Please put on new clothes.
	sə:r kər’tav.	Please go for a walk.
	varziš kər’tav.	Please do physical exercises.

Drills

I. Substitution drill

(1) kita:b par (read)
(see)
(write)
(buy)
(bring)

(2) ciṭh’ li:khiv (write)
(bring)
(see)
(read)
(take)

(3) tsu:ṭh’ hetɨ(buy)
(see)
(eat)
(take)
(bring)

(4) ha:ki gind’tav (play)
(see)
(bring)
(buy)
(change)

II Transformation drill

(1)	kita:b par.	>	kita:b pəriv.
	re:ḍiyo: bo:z.	>	re:ḍiyo: bu:ziv.
	TV vuch.	>	TV vuchiv.
	tsu:ṭh an.	>	tsu:ṭh’ əniv.
	batɨ khe.	>	batɨ kheyiv.
(2)	kə:m kar.	>	tsɨ kar kə:m.
	buth chal.	>	tsɨ chal buth.
	sku:l ne:r.	>	tsɨ ne:r sku:l.
	sabzi: ran.	>	tsɨ ran sabzi:. -
	akhba:r par.	>	tsɨ par akhba:r.
(3)	tshɔpɨ kəriv.	>	toh’ kəriv tshɔpɨ.
	palav heyiv.	>	toh’ heyiv palav.

bəniya:n vu:niv. > toh' vu:niv bəniya:n.
tasvi:r banə:viv. > toh' banə:viv tasvi:r.
šra:n kəriv. > toh' kəriv šra:n.
garɨ gətshiv. > toh' gətshiv garɨ.
(4) ca:y cetɨ. > ca:y ceytav.
tsu:ṭh khetɨ. > tsu:ṭh kheytav.
dɔd antɨ. > dɔd ən'tav.
batɨ rantɨ. > batɨ rən'tav.
kəmi:z chaltɨ. > kəmi:z chəl'tav.

Exercises

I. Fill in the blanks with suitable words:

1. tshɔpɨ kar, šo:r ....
2. kita:b par, re:ḍiyo: mɨ ....
3. panɨn' .... kar, TV mɨ ....
4. daphtar mɨ gətshiv, garɨ.........
5. batɨ........, ca:y mɨ ....
6. tsu:ṭh .... dɔd mɨ ....
7. mə:lɨ palav ...., sa:ph …… tshuniv.
8. də:r .... band, darva:zɨ ....
9. sabakh .... ya:d, vakhit matɨ .... za:yi.
10. ba:zar ...., nəv kəmi:z ....

II. Write down four types of imperative forms of the following verbs and use them in your own sentences:

1. kh'on 2. con 3. h'on 4. parun 5. le:khun
6. vuchun 7. gətshun 8. anun 9. šra:n karun
10. ya:d karun 11. tshunun 12. badla:vun 14. ranun
15. vo:nun 16. ha:vun 17. chalun 18. bo:zun
19. gindun 20. mitsra:vun

karun	1	2	3	4
	kar	kəriv	kartɨ	kər'tav

1. kə:m kar 2. kə:m kəriv
3. kə:m kartɨ 4. kə:m kər'tav.

Notes

Imperative constructions

The imperative constructions are formed by using the imperative forms of the verbs and the second person subject can be dropped. Imperative verb forms are of two types: singular and plural. The singular non-honorific forms are derived by adding -Ø suffix to the verb root forms and the plural forms are derived by adding *-iv* suffix to the verb roots. Notice that in case the verb root ends in a vowel, /y/ glide is inserted between the two vowels. The plural forms are used for honorific singular person as well. The singular forms are thus used for non-honorific singulars alone.

	I	II
Verb root	*Singular/Non-honorific*	*Plural/Honorific Sg*
bo:z	bo:z	bu:ziv
par	par	pəriv
le:kh	le:kh	li:khiv
khe	khe	kheyiv
ni	ni	niyiv

Notice that when the suffix *-iv* is added to the root the vowel of the stem is raised in height as a result of vowel harmony rule, e.g.,

bo:z+ iv = bu:ziv
par + iv = pəriv

Jussiv imperatives

In Kashmiri, besides the simple imperative forms indicated above, there are additional two forms of jussive imperative forms which are formed by adding the suffix *-ti* to the verb roots in their singular (non-honorific), and *-ytav* to the verb roots for forming the plural or honorific singular forms, e.g.,

	I	II
Verb root	Singular/Non-honorific	Plural/Honorific
par-	partɨ	pər'tav
bo:z-	bo:ztɨ	bu:z'tav
le:kh-	le:khtɨ	li:kh'tav
ni-	nitɨ	niytav
he-	hetɨ	heytav

Notice that the initial /y/ of the suffix results in the palatalization of tine stem final consonant. It also causes the raising of the vowel of the stem in height. Semantically, jussive imperative forms carry extra emphasis, request or definiteness of the proposed action.

Conjunct verbs

A noun (or an adjective) and a verb are conjoined to form conjunct verbs. In this case the main verb takes all the inflexions required. Examples of the conjunct verbs introduced in the present lesson are as follows:

šra:n karun	‘to take a bath’
ya:d karun	‘to memorize/to remember’

The negative particles mɨ *and* matɨ

The negative particle *mɨ* ‘don’t’ is used with simple imperative forms of the verbs and the negative particle *matɨ* with the jussive imperative forms. These morphemes precede the imperative forms of verbs, e.g.,

kita:b mɨ par.	Don’t read the book.
ciṭh’ mɨ li:khiv.	Don’t write the letter.
philim matɨ vuchtɨ.	Don’t watch the film.
re:ḍiyo: matɨ bu:z’tav.	Don’t listen to radio.

Vocabulary

sabakh	m	lesson	mɨtstra:vun		to open
bijli:	f	electricity	za:lun		to burn, to light
ya:d	m	memory	mazmu:n m		essay
ya:d karun		to memorize	bo:zɨna:vun		to narrate
də:r	f	window	sabzi:	f	vegetable
vakhɨt	m	time	anun		to bring
za:yi	m	waste	band karun		to close
za:yi karun		to waste	badla:vun		to change
tṣe:r	m	late	band		closed
tṣe:r karun		to be late	panun	m.s.	self
jaldi:	f	hurry	šo:r	m	noise
varziš	f	exercise	šo:r karun		to make noise
jaldi: karɨn’		to hurry	mə:lɨ		dirty
tshɔ̣pɨ	f	quiet	tshunun		to wear
tshɔpɨ karɨn’		to keep quiet			

Lesson 10

A.	tɔhi k'a: gatshi?	What do you want?
B.	me diyiv pə̃:sɨ. bɨ hemɨ k?h sa:ma:n.	Please give me money. I will purchase some articles.
A.	kɨ:t' pə̃:sɨ?	How much money?
B.	hath rɔpɨyi diyiv. ba:kɨy pə̃:sɨ anɨ va:pas.	Give me 100 rupees. I'll bring back the balance.
A.	toh' k'a: k'a: əniv?	What would you bring?
B.	bɨ anɨ tomul, tɨ masa:lɨ.	I'll bring rice and spices.
A.	asi cha: ti:l?	Do we have oil?
B.	ti:l chu. ba:kɨy ci:z chinɨ. maslan nu:n, madre:r, ca:y, ka:phi: vagə:rɨ.	Yes, we have. We do not have other things like salt, sugar, tea coffee etc.

A.	tse k'a: gatshiy?	What do you want?
B.	me gatshi dava: ra:mas k'uth.	I need medicine for Ram.
A.	təmis k'a: chu?	What is the matter with him?
B.	təmis chu kalas do:d.	He has a headache.
A.	ḍa:kṭar sə:bas prɨtsh.	Ask the doctor.
B.	ḍa:kṭar sə:b chinɨ duka:nas p'aṭh. timan ti chunɨ təbiyath ṭhi:kh.	The doctor is not at his shop. He is also not feeling well.
A.	acha:. yim ni zi phəl' dava:. yim dava: phəl' kheyi su ca:yi sɨ:t'. su gatshi ša:m ta:m ṭhi:kh. ša:man gatshi su ḍa:kṭaras niš.	O.K. Take these two tablets. He will take these tablets with tea. He will be alright by evening. He will go to (see) the doctor in the evening.

***

A.	kamras manz kam chi?	Who are in the room?
B.	kamras manz chi šur'.	There are children in the room.
A.	tim k'a chi kara:n?	What are they doing?
B.	mohnɨ chu kəmi:zi baTan	Mohan is fixing buttons in his

	la:gan. ši:li cha palvan kud' kara:n.	shirt.Shiela is ironing clothes.
A.	yi k'a: chu me:zas p'aṭh?	What is this on the table?
B.	yi chu akh lipha:phi.	This is an envelope.
A.	ath manz k'a: chu?	What is in it?
B.	ath manz chi pə̃:si.	There is money in it.
A.	yath kursi: tal k'a: chu?	What is under this chair?
B.	kursi: tal chu gila:s.	There is a glass under the chair.

Drills

I. Substitution drill

1. me diyiv pə̃:si (d'un)
heyiv (h'on)
hə:viv (ha:vun)
əniv (anun)

2. me k'a: gatshi (me)
gatshiy (tse)
gatshivi (tohi)
gatshi (təmis)

3. me chuni təbiyath ṭhi:kh (me)
tse chuyni (tse)
tɔhi chuni (tohi)
təmis chuni (tamis)
timan chuni (timan)

4. ra:mas di kita:b (ra:m)
(ra:ji)
(ši:li)
(sa:ri)
(ku:r)

II. Transformation drill

1. me diyiv akhba:r > asi diyiv akhba:r
tse k'a: gatshiy? > tohi k'a: gatshivi?
3. təmis chu kalas do:d > timan chu kalas do:d.
4. lədkas di pə̃:si. > lədkan di pə̃:si.
5. ko:ri an palav. > ko:r'an an palav.

III. Response drill

1. duka:nas p'aṭh kam chi? (ḍa:kṭar so:b)
duka:nas p'aṭh chi ḍa:kṭar so:b.
2. da:ri p'aṭh k'a: chu? (pardi)
3. mezas tal k'a chu? (tomul)
4. kita:bi tal k'a: chu? (kalam)
5. darva:zas niš k'a: chu? (sandu:kh)

6. kursiyi niš k’a: chu?	(lipha:phl)
7. ba:gas manz kus chu?	(ba:gva:n)
8. na:vi manz kus chu?	(hɔ̃:z)

Exercises

I. Fill in the blanks using Kashmiri equivalents of the cues given in brackets.

1. tɔhi k’a: . . . .? (want)
2. me . . . tėm̄’sɨnz kita:b. (give)
3. asi . . . əz’uk akhba:r. (bring)
4. tse . . . nəv gər. (want)
5. tɔhi . . . . yi kursi:? (want)
6. təmis cha: …? (headache)
7. timan . . . kus chu? (near)
8. ... p’aṭh kus chu? (shop)
9. . . manz kam chi? (house)
10. gila:s chu . . . tal. (chair)

II. Answer the following questions:

1. tuhɨndis kalas p’aṭh k’a: chu?
2. tuhɨndis athas manz kəts õgji cha?
3. tuhɨndis maka:nas manz kəts kamrɨ chi?
4. tɔhi niš kam chi ro:za:n?
5. me:zas tal k’a: chu?
6. tuhɨndis garas niš k’a: chu?
7. tuhɨndis garas manz kam karn chi’?
8. tɔhi sɨ:t’ kam chi ro:za:n?
9. toh’ k’a: əniv me k’uth?
10. tɔhi cha: təbiyath ṭhi:kh?

III. Write down sentences using the following words and phrases:

manz, p’aṭh, niš, k’uth, tal, sɨ:t’, kẽh, va:pas anun, təbiyath, kud’ karɨn’, baṭun la:gun.

III. Write down the dative case forms of the following nouns:
gari, darva:zɨ, mo:l, šur, də:r, ku:r, kursi:, kita:b, ši:lɨ, ḍa:kṭar.

Notes

Personal pronouns in dative case

Personal pronouns in dative case are as follows:

	Mas./Fem.	
	Sg.	Pl.
1st Person	me	asi
2nd Person	tse	təhi
3rd Person	təmis	timan

Notice that the second and third person plural forms are used for honorific singulars as well. The pronouns do not change for gender.

Demonstrative pronouns in dative case

Following are the forms of the demonstrative pronouns used with inanimate and animate objects in date case:

	Inanimate		Animate	
	Sg.	Pl.	Sg.	Pl.
Prox.	yath	yemis	yiman	yiman
Rem I (within sight)	həth	human	homis	human
Rem II(out of sight)	tath	timan	təmis	timan

The plural forms are used for honorific singulars as well.

Dative case

The subjects in dative case are formed by adding *-as* or *-is* suffixes to the masculine nouns and the feminine nouns which end in *-i*. The suffix *-i* is added to the feminine nouns:

darva:zɨ + as = darva:zas
akhba:r + as = akhba:ras
ši:lɨ + as = ši:las
kul + is = kulis
šur + is = šuris
mo:l + is = mə:lis
ku:r + i = ko:ri
zana:n + i = zana:ni

kita:b + i = kita:bi
kursi: + i = kursiyi

Notice that *-as* is added to the -ɨ vowel ending or the consonant ending masculine nouns preceded by low vowel. The suffix *-is* is added to the consonant ending masculine nouns which are preceded by a high or mid back vowel. The suffix *-i* is added to all other feminine nouns. As a result of adding of these suffixes, certain morphophonemic changes occur.

Postpositions

In Kashmiri postpositions are of two types: (1) Those which follow the nouns in dative case, and (2) those which follow the nouns in ablative case. In this lesson, we have used the postpositions: *manz* 'in, inside', *tal* 'under', *niš* 'near, nearby' *p'aṭh* 'on', *sɨ:t'* 'with' and *k'uth* 'for'. All these postpositions follow the subjects in dative case:

me:zas p'aṭh/tal/niš/ /sɨ:t'/, /k'uth/ etc.
kita:bi p'aṭh/tal/niš/ sɨ:t' /k'uth/ etc.

In case postpositions follow a subject noun phrase containing a determiner and noun, both the constituents of the phrase take the dative case form:

akh ləḍkɨ = əkis ləḍkas
m'o:n bo:y = me:nis bə:yis
yi šur = yemis šuris
yi garɨ = yath garas
hɔ ku:r = homis ko:ri
hɔ gər = hɔth gari

Future forms of verbs

The following suffixes are added to the consonant and vowel ending main verb roots for forming the future forms agreeing with the subject in person and number.

Person	Consonant ending		Vowel ending	
	Sg.	Pl.	Sg.	Pl.
1st	-ɨ	-av	-mɨ	-may
2nd	-akh-iv	-kh	-yiv	
3rd	-i	-an	-yi	-n

Examples:

bɨ karɨ	'I will do'.	bɨ dimɨ	'I will give'.
əs' karav.		əs' dimav.	
tsɨ karakh.		tsɨ dikh.	
toh' kəriv.		toh' diyiv.	
su/sɔ kari.		su/sɔ diyi.	
tim karan.		tim/timɨ din.	

Vocabulary

gatsh		want, desire	ṭhi:kh		well
pə̃:sɨ	m	money	acha:		alright
sa:ma:n	m	things	phol	m	tablet
hath	m	hundred	sɨ:t'		with
rɔpyi	f	rupees	ša:m	m	evening
ba:kɨy		remaining	ta:m		up to
va:pas anun		to bring back	niš		near
tomul	m	rice	manz		in, inside
masa:lɨ	m	spices	baṭun	m	button
ti:l	m	oil	hə̃:z	m	boatman
maslan		for example	la:gun		to fix
nu:n	m	salt	kud' karɨn'		to iron
mədre:r	m	sugar	tal		under
ka:phi:	f	coffee	lipha:phɨ	m	envelope
k'uth		for	gila:s	m	glass
kalɨ do:d	m	headache	ba:gva:n	m	gardener
prɨtshun		to ask	na:v	f	boat
p'aṭh		on, at	təbiyath	m	health

Lesson 11

A	toh' kar gətshiv dili?	When will you go to Delhi?
B.	bɨ gatshɨ paga:h. toh' kar yiyiv?	I'll go tomorrow. When will you come?
A.	bɨ yimɨ kə:l'k'ath.	I'll come day after tomorrow.
B.	təhi sɨ:t' kam gatshan?	Who will accompany you?
A.	rameš a:si me sɨ:t'. təmis chu əkis do:stas khã:dar.	Ramesh will accompany me. A friend of his is getting married.
B.	toh' gətshiva: basi (k'ath) kinɨ re:li?	Will you go by bus or by train?
A.	əs' gatshav basi. va:pas yimav re:li.	We'll go by bus. We'll come back by train.
B.	az cha s'aṭha: garmi:. maka:nas andar chu dam h'uh. pəkiv, nebrɨ kani behmav.	It is very hot today. It is suffocating inside the house. Come on, let us sit outside.
A.	vən' gatshi tse:r. bɨ ne:rɨ. paga:h vun'k'an ə:siv toh' dili.	Now it will be late. I'll leave. You'll be in Delhi tomorrow at this time.
B.	a:, əs' ne:rav subɨhan ə: ṭhi baji. dili va:tav še baje: ša:m ta:m.	Yes, we'll start at 8 o' clock in the morning. We'll reach Delhi by 6 o'clock in the evening.
A.	ra:me:š kati a:si vun'k'an? bɨ so:zɨ təmis šech.	Where will be Ramesh at this time? I'll send him a message.
B.	tim a:san gari. toh' kəriv timan ṭeli:pho:n.	He'll be at home. Ring him up.
A.	acha:ji. təhi sɨ:t' sapdi vən' dili mula:ka:th. təhi cha: m'o:n pata: dili hund?	Alright. I'll now see you in Delhi. Do you have my address in Delhi?
B.	me chunɨ pata:. toh' li:khiv yath ḍayri: p'aṭh.	I do not know. (Please) write in this diary.

A.	tɔhi brõh kani k'a: chu?	What is in front of you?
B.	yi chu akh sandu:kh.	This is a box.
A.	ath andar k'a: chu?	What is inside it?
B.	yath manz chi kẽh zaru:ri: ka:kaz.	There are some important papers inside it.
A.	tɔhi dəchin' kin' k'a: cha?	What is on your right hand side?
B.	yi cha almə:r'. ath manz cha kita:bɨ.	It is an almirah. There are books inside it.
A.	me:zas kho:vɨr' kin' k'a chu?	What is on the left hand side of the table?
B.	yi chu akh ḍabɨ.	It is a box.
A.	ḍabas talɨkani k'a: chu?	What is under the box?
B.	yi chu tavliya:.	It is a towel.
A.	me:zas patɨ kani k'a chu?	What is behind the table?
B.	yi chu šra:puc.	It is a knife.

Drills

I. Substitution Drills

1. toh' kar gətshiv garɨ?

və:tiv	(va:tun)
yiyiv	(yun)
ni:riv	(ne:run)
banə:viv	(bana:vun)

2. bɨ a:sɨ paga:h dili.

əs' a:sav	(əs')
tsɨ a:sakh	(tsɨ)
toh' ə:siv	(toh')
su a:si	(su)

3. maka:nas brõh kani chu ba:g.

patɨ kani
dəchin' kin'
kho:vɨr' kin'
nebrɨ kani

II. Response drill

1. tɔhi brõh kani k'a: chu? (me:z) me brõh kani chu me:z.
2. tɔhi patɨ kani k'a: chu? (darva:zɨ)
3. tɔhi dəchin' kin' k'a: cha? (də:r)
4. tɔhi kho:vɨr' kin' k'a: cha? (kursi:)
5. me:zas talɨ kani k'a: chu? (ṣondu:kh)

Exercises

I. Fill in the blanks using suitable words:

1. toh' kar.... gari? 2. gari k'a: ....?
3. me .... a:san me:n' do:s. 4. əs' ... paga:h dili.
5. bi ... re:li, va:pas ... basi.
6. təhi .... sapdi paga:h ...
7. yath alima:ri .... kani k'a: chu?
8. kursiyi .... kani chu me:z.
9. sə:nis maka:nas .... kani chu ba:g.

II. Answer the following questions using cues:

1. toh' kar yiyiv va:pas? (paga:h) bi yimi va:pas paga:h.
2. təhi si:t' kam yin? (me:n' do:s)
3. toh' kithi kin' gətshiv? (ka:ri manz).
4. toh' kati ə:siv paga:h vun'ka'n? (gari)
5: təhi si:t' kar sapdi mula:ka:th? (k quiet.:l'k'ath)
6. tuhindis garas brõh kani k'a: chu? (sku:l)
7. tuhiindis daphtaras pati kani k'a: chu? (ba:g)
8. tuhind' do:s kar a:san yeti? (ša:man)
9. təhi cha: m'o:n pata:? (a:)
10. bi kar yimi tuhund gari? (paga:h)

III. Use the following words/phrases in sentences:

paga:h, kə:l'k'ath, khã:dar, basi k'ath, garmi:, tse:r gatshun, vun'k'an, šech so:zin', mula:ka:th sapdun, zaru:ri:

Notes

Auxiliary verb in presumptive or future tense

Following are the forms of the auxiliary verb *a:s* 'be' in presumptive or future tense agreeing with the subject in number and person in the nominative case:

	Sg.	Pl.
1st person	a:si	a:sav
2nd person	a:sakh	ə:siv
3rd person	a:si	a:san

Examples:

bɨ a:sɨ para:n	I will be reading.
əs’ a:sav paka:n.	We will be walking.
tsɨ a:sakh para:n.	You will be reading.
toh’ ə:siv paka:n.	You’ll be walking.
su/sɔ a:si para:n.	He/she will be reading.
tim/timɨ a:san paka:n.	They will be walking.

The second and third person plural forms are used for honorific singular subjects as well.

In case the subject is in dative case, following are the forms of the verb *a:s* ‘have’ agreeing with the subject in person and with object in number:

Person	Sg.	Pl.
1st	a:si	a:san
2nd (sg)	a:siy	a:snay
2nd (pl.)	a:sivɨ	a:snav
3rd	a:si	a:san

Examples:

me a:si/a:san	‘I’ll have’
asi a:si/a:san	‘We will have’
tse a:siy/a:snay	‘You will have
tɔhi a:sivɨ/a:snav	‘You will have
təmis a:si/a:san	‘He will have’
timan a:si/a:san	‘They will have’

The coordinate conjunction morpheme kinɨ ‘or’.

The coordinate conjunction morpheme *kinɨ* is used to conjoin two sentences of similar structure after the deletion of repeated elements in the second sentence. Examples:

1. toh’ gətshiva: basi k’ath?
2. toh’ gətshiva: re:li k’ath?
3. toh’ gətshiva: basi k’ath kinɨ re:li?

Adverbs

In this lesson certain adverbs indicating direction like *brõh kani* ‘in front’ *dəchin’ kin’* ‘right hand side’, *kho:vir’ kin’* ‘left hand side’, *talɨ kani* ‘underneath’, *patɨ kani* ‘behind’ have been used. When these adverbs are used (as postpositions), the subject noun or noun phrase which immediately precedes them is put in the dative case using the dative case markers.

Vocabulary

paga:h		tomorrow	ḍabɨ	m.	box
kə:l'k'ath		day after tomorrow	pakun		to walk
			talɨkani		underneath
khã:dar	m	marriage	tavliya:	f.	towel
bas	f.	bus	patɨ kani		behind
kinɨ		or	šra:puc	m.	knife
re:l	f.	rail	bihun		to sit
garmi:	f.	hot	dam	m	suffocation
tse:r gatshun		to be late	nebrɨ kani		outside
vun'k'an		at present	ḍayri:	f.	diary
šech	f	message	brõh kani		in front
so:zun		to send	sondu:kh	m.	box
ṭeli:pho:n	m	telephone	zaru:ri:		important
kho:vɨr' kin'		towards left	mula:kath	m	meeting
pata:	m	address	sapdun		to happen

Lesson 12

A.	tɔhi porva: akhba:r?	Did you read the newspaper?
B.	a:, me por.	Yes, I read.
A.	k’a: cha nəv khabar?	What is new (Any new news)?
B.	kha:s nɨ kēh. toh’ ti pəriv.	Nothing in special. Read it.
A.	acha: diyiv.	OK. Give it to me.
B.	rəṭiv.	(Please) take it.
A.	azkal chu ša:hras manz sərkɨs. tɔhi vuchɨva:?	There is a circus in the city these days. Did you see it?
B.	šur’av vuch. me m’u:l nɨ vakhɨt.	The children saw it. I could not get time.
A.	tɔhi h’otva: nov maka:nɨ məl’?	Did you purchase the new house?
B.	na, vuni ni. me vuch u:tri akh, magar yi chu drog.	No, not yet. I saw one day before yesterday, but it is expensive.
A.	ko:ta:h kɨ:math chus?	How much is the price?
B.	lagbag vuh lach rɔpɨyi.	About twenty lakh rupees.
A.	maka:n ko:tah boḍ chu?	How big is the house?
B.	maka:n chunɨ z’a:dɨ boḍ. ath manz chi tre kamrɨ, akh bə:ṭhakh, co:kɨ tɨ zɨ šra:nɨkuṭ h’. maka:nci da:ri tɨ darva:zɨ chi ja:n ləkri hɨnd’.	The house is not very big. It has three (bed) rooms and a sitting (drawing) room, a kitchen and two bathrooms. The windows and doors of the house are made of good timber.
A.	ã:gun cha:?	Is there a compound?
B.	a:, akh lɔkuṭ ã:gun ti chus tɨ gara:j ti. maka:n a:v me pasand.	Yes, it has a small compound and a garage too. I liked the house.
A.	tɔhi k’a korvɨ az?	What did you do today?
B.	az ə:s chuṭi:. me kər va:riya:h kə:m. me on ba:zrɨ sa:ma:n. me chəl’ palav. me le:chi kēh ciṭhi	It was a holiday today. I did a lot of work. I purchased (certain) things from the market. I washed clothes.

	do:stan. me l'uk:h akh mazmu:n akhba:rɨ khə:trɨ. subɨhan kər me ba:gas manz kə:m. tɔhi k'a: korvɨ?	I wrote some letters to friends. I wrote an article for the newspaper. I worked in the garden in the morning. What did you do?
A.	subɨhan go:s bɨ: sə:ras. va:pas a:s ə:ṭhi baji. me li:ch əkis do:stas ciṭh'. kə̃ḍ' bankɨ manzɨ pə̃:sɨ. sarlɨ tɨ bɨ gəyi ba:zar¯ kahi baji. asi h'ot palvan k'uth kapur. kapur d'ut sɨtsas. bɨ go:s rəši:dun garɨ. su o:s nɨ gari. bɨ a:s garɨ tɨ šõgus əkis ganṭas. bɨ go:s hušiya:r tso:ri baji. me ceyi ca:y tɨ tɨ a:s tɔhi niš yo:r.	I went for a walk in the morning. I came back at me 8 o'clock. I wrote a letter to a friend. I drew money from the bank. Sarla and I went to market at 11. We purchased cloth for clothes. (We) gave the cloth to the tailor. I went to Rashid's house. He was not at home.I came home and slept for an hour. I woke up at 4 o'clock. I had tea and came to see you here.
B.	yeti p'aṭhɨ kot gətshiv?	Where will you go from here?
A.	bɨ gatshɨ va:pas garɨ. sar:lɨ asi me pra:ra:n.	I'll return. home. Sarla will be waiting for me.

Drills

I. Repetition drill

1. me por akhba:r.
   me pər' akhba:r.
   me pər kita:b.
   me pari kita:bɨ.

2. me l'u:kh mazmu:n.
   me li:kh' mazmu:n.
   me li:ch ciTh'.
   me lechi ciThi.

3. tse onuth akh me:z.
   tse ənith zɨ me:z.
   tse ənith kursi:.
   tse an'ath kursiyi.

4. tse h'otuth kapur.
   tse hetith palav.
   tse hetsɨth gər.
   tse hetsath gari.

5. tɔhi cholvɨ buth.
   tɔhi chəlivɨ palav.
   tɔhi chəjivɨ dəj.
   tɔhi chajivɨ daji.

6. tɔhi n'uvɨ akh akhba:r.
   tɔhi niyivɨ palav.
   tɔhi niyivɨ kəmi:z.
   tɔhi niyivɨ kəmi:zɨ.

II. Substitution drill

1. bɨ go:s garɨ (gatshun)
   a:s (yun)
   tsa:s (atsun)
   dra:s (ne:run)

2. bɨ gəyas ba:zar.
   a:yas
   tsa:yas
   dra:yas

3. əs' gəyi daphtar.
   a:yi
   tsa:yi
   dra:yi

4. tsɨ go:kh sku:l.
   a:kh
   tsa:kh
   dra:kh

5. toh' gəyivɨ garɨ.
   a:yivɨ
   tsa:yivɨ
   dra:yivɨ

6. su gav garɨ.
   a:v
   tsa:v
   dra:v

7. sɔ gəyi garɨ.
   a:yi
   tsa:yi
   dra:yi

8. tim/timɨ gəyi garɨ.
   a:yi
   tsa:yi
   dra:yi

III. Response drill

1. toh' kot gəyivɨ? (garɨ)	bɨ go:s/gəyas garɨ.
2. toh' kar a:yivɨ? (ra:th)	bɨ a:s/a:yas ra:th.
3. tsɨ kar a:kh? (u:trɨ)	bɨ a:s/a:yas u:trɨ
4. tsɨ kar gəyakh? (subɨhan)	bɨ gəyas subɨhan.
5. su kot gav? (dili)	su gav dili.
6. sɔ kot gəyi? (garɨ)	sɔ gəyi garɨ.
7 tim kar dra:yi? (ša:man)	tim dra:yi ša:man.

Exercises

I. Fill in the blanks using appropriate form of the verbs given in brackets:

1. tɔhi k'a: ….? (parun)
2. tse k'a: ….? (le:khun)
3. tse …. kita:b? (anun)
4. tse …. akhba:r? (vuchun)
5. təm' …. mazmu:n? (le:khun)

6. təm' …. ciṭh'? (parun)
7. su …. garɨ? (gatshun)
8. sɔ …. daphtar? (yun)
9. tim …. ba:zar? (ne:run)
10. timav … akhba:r? (h'on)

II. Answer the following questions using cues:

1. tsɨ kar a:kh? (ra:th) bɨ a:s ra:th.
2. tsɨ kar a:yakh? (u:tri)
3. tɔhi k'a: porvɨ? (akhba:r)
4. tɔhi k'a: l'u:khvɨ? (mazmu:n)
5. tɔhi k'a: chəlivɨ? (palav)
6. tɔhi k'a: h'otvɨ? (kapur)
7. tɔhi k'a: onɨvi? (pankhɨ)
8. tɔhi k'a: vuchɨvɨ? (sərks)
9. toh' kot gəyivi? (daphtar)
10. toh' kar šõgivɨ? (ə:ṭhi baji)

III. Use the following words/phrases in sentences:

1. khabar 2. azkal 3. vakhɨt me:lun 4. drog a:sun
5. lagbag 6. chuṭi: a:sɨn' 7. sə:ras gatshnn 8. šõgun
9. hušiya:r gatshun 10. pra:run.

Notes

Past tense

In this lesson both intransitive and transitive verbs are used in simple past tense.

Intransitive verbs in the past tense

The forms of verbs agree with the subject in person, gender and number. Following are the forms of some intransitive verbs:

	Person	Masculine		Feminine	
	1st	Sg.	Pl.	Sg.	Pl.
yun		a:s	a:yi	a:yas	a:yi
gatshun		go:s	gəyi	gəyas	gəyi
šõgun		šõgus	šõg'	šõjis	šɔ̃ji

p'on		p'o:s	peyi	peyas	peyi
va:tun		vo:tus	və:t'	və:tsɨs	va:tsɨ
	2nd	a:kh	a:yivi.	a:yakh	a:yivi
		go:kh	gəyivɨ	gəyakh	gəyivi
		šõgukh	šõgivɨ	šõjikh	šɔ̃jivɨ
		p'o:kh	peyɨvɨ	peyakh	peyivɨ
		vo:tukh	və:tivɨ	və:tsɨkh	va:tsɨvɨ
	3rd	a:v	a:yi	a:yi	a:yi
		gav	gəyi	gəyi	gəyi
		šõg	šõg'	šõj	šɔ̃ji
		p'av	peyɨ	peyi	peyi
		vo:t	və:t'	və:ts	va:tsɨ

Transitive verbs in *the past tense*

In case the subject is Ist or 3rd person, the forms of transitive verbs agree with the object in gender and number. Following are the forms of some transitive verbs:

	Object			
Person	Masculine		Feminine	
1st/3rd	Sg.	Pl.	Sg.	Pl.
parun	por	pər'	pər	pari
le:khun	l'u:kh	li:kh'	li:ch	le:chi
anun	on	ən'	ən'	ani
karun	kor	kər'	kər	kari
ha:vun	ho:v	hə:v'	hə:v	ha:vi
vuchun	vuch	vuch	vuch	vuchi
kh'on	khev	kheyi	kheyi	kheyi
con	cav	ceyi	ceyi	ceyi

In case the subject is in second person, forms of verbs agree with it in number and/or status, and with the object in gender and number:

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
2nd Per (sg/non-hon)	poruth	pərith	pərIth	pareth
	l'u:khuth	li:khith	li:chith	le:chath
	onuth	ənith	ənith	aneth
	koruth	kərith	kərɨth	kareth
	ho:vuth	hə:vith	hə:vɨth	ha:veth
	vuchuth	vuchith	vuchɨth	vucheth

	kh'o:th	kheyath	kheyath	kheyath
	co:th	ceyath	ceyath	ceyath
2nd Per	porvɨ	pərivɨ	pərvɨ	parivɨɨ (pl/hon. sg)
	l'u:khɨvɨ	li:khivɨ	li:chivɨ	le:chivɨ
	onɨvɨ	ənivɨ	ənivɨ	anivɨ
	korɨvɨ	karivɨ	kərɨvɨ	karivɨ
	ho:vɨvɨ	hə:yivɨ	hə:vɨvɨ	ha:yivɨ
	vuchivɨ	vuchivɨ	vuchivɨ	vuchivɨ
	kh'o:vɨ	kheyivɨ̄	kheyivɨ	kheyivɨ
	co:vɨ	ceyivɨ	ceyivɨ	ceyivɨ

Vocabulary

akhba:r	m	newspaper	kɨ:math	m	price
nov	m.s.	new	lach	m	lakh
nəv	f.s.	new	p'aṭhɨ		from
kha:s		special	z'a:dɨ		more
d'un		to give	bə:ṭhakh	f	living room
raṭun		to hold/catch	azkal		now-a-days
šra:nɨ kuṭh	m	bathroom	sərkis	m	circus
ləkɨr	f	timber	me:lun		to get
yo:r		here	məl' h'on		to purchase
gara:j	m	garage	vun'		right now
pasand yun		to like	u:trɨ		day before yesterday
ganṭɨ	m	hour	hušiya:r	m	awake
magar		but	chuṭi:	f	holiday
drog	m	expensive	va:riya:h		a lot
ko:ta:h	m	how much	khə:trɨ		for
pra:run		to wait	subuh	m	morning
p'on		to fall	šõgun		to sleep

Lesson 13

A.	tɔhi k'a: chu na:v?	What's your name?
B.	me c̱hu na:v rəhma:n.	My name is Rahman.
A.	toh' k'a: chiv kara:n?	What do you do?
B.	bɨ chus ka:rɨba:r kara:n.	I am in business.
A.	kam'uk ka:rɨba:r?	What do you deal in?
B.	asi chi zɨ duka:n. akh chu kə:širen dastka:ren hund. tɨ b'a:kh chu me:vun hund.	We have two shops. In one of the shops we sell Kashmiri handicrafts, and fruits in the other.
A.	toh' kam ci:z chiv kɨ̇na:n?	Which items do you sell?
B.	əs' chi kə:šir' kə:li:n, ša:l, ri:šmi: do:ti, dusɨ, pe:par mə:ši hɨnd' ci:z kɨna:n. yim sə:ri: ci:z chi kəši:ri bana:n.	We deal in Kashmiri carpets, shawls, silken saris, blankets, and papier mache items. All these are made in Kashmir.
A.	me:vɨ duka:nas manz kam ci:z chi?	Which items are there in the fruit shop (for sale)?
B.	əs' chi z'a:dɨtar tsu: ṭh', ḍu:n' tɨ ba:da:m kɨna:n. bakɨ̇y mu:smi: me:vɨ ti chi əs' thava:n. maslan gila:s, ṭang, tse:rɨ, o:luv bukha:rɨ, dach vagə:rɨ. ami ala:vɨ chi əs' kəh khɔšik me:vɨ yane: na:rji:l, khəzɨr, kišmiš, ka:ju: vagə:rɨ ti kɨna:n. acha:, tɔhi vonlvɨ nɨ ki toh' k'a: chiv kara:n?	We sell apples, walnuts and almonds mostly. We keep other seasonal fruits as well. For example, cherry, pears, appricots, plums grapes etc. Besides these, we sell some dry fruits like coconuts, dates, raisin, cashew nuts etc. Alright, you didn't tell me about your profession.
A.	bɨ chus sarkə:r' no:kri: kara:n. bɨ chus puli:sas manz. bɨ chus so:po:rɨ ro:za:n. m'o:n lɔkuṭ bo:y ti chu duka:nda:r. su chu	I am in government service. I am in police (department). I live at Sopore. My brother too is a shopkeeper He sells grocery. Please

	kirya:ni kɨna:n. toh' diyiv me panun pata: bɨ yimɨ tuhɨndis duka:nas p'aṭh. me chi kəh ci:z hen' əkis nebrimis do:stas Kith'valley).	give me your address.I will visityour shop. I have to buy certain items for my friend from outside (the
B.	zaru:r li:hiv pata:. toh'kar yiyiv? address.	Certainly.Please write down the When will you come?
A.	bɨ anan panun do:s ti pa:nas si:t'. acha: dĩyiv me yija:zath. me chu daphtar gatshun.	I'll bring my friend also. OK. Please permit me to leave. I have to go to the office.
B.	bəḍiv, khɔda:yas hava:lɨ !	Please go. May God protect you!

Drills

I. Substitution drill

1. bɨ chus ka:rɨba:r kara:n.
no:kri:
kə:m
duka:ndə:ri

2. əs' chi ša:l kɨna:n.
kə:širi dastka:ri
ləkri hɨnd' ci:z
kiriya:nɨ

3. kəši:ri chi dusɨ tɨ ša:l bana:n
ri:šmi: do:ti
pe:par mə:ši: hɨnd' ci:z
dastka:ri

4. me chi ci:z hen'. (ci:z hen')
kə:m karɨn'
ša:l kɨnɨn'
me:vɨ anɨn'

II. Transformation drill

me chu akhba:r parun. > me chi ākhba:r parɨn'.
me chu mazmu:n le:khun. > me chi mazmu:n le:khɨn'.
asi chu maka:n vuchun. > ạsi chi maka:n vuchɨn'.
asi chu me:z kɨnun > asi chi me:z kɨnɨn'.
tɔhi chuv patlu:n suvun. > tɔhi chiv patlu:n suvɨn'.
me cha kita:b parɨn'. > me cha kita:bɨ parɨni.
me chi gər hen'. > me cha gari heni.

tɔhi chav va:j anɨn'. > tɔhi chav va:ji anɨni.
tɔhi chav kəmi:z chalɨn.' > tɔhi chavɨ kəmi:zɨ chalɨni.
timan cha ciṭh' le:khɨn. > timan cha ciṭhi le:khɨni.

III. Response drill

toh' k'a: chiv kɨna:n? (kiriya:nɨ) bɨ chus kiriya:nɨ kɨna:n
toh' k'a: chiv kara:n? (no:kri:)
tɔhi kot chu gatshun? (garɨ)
tɔhi sɨ:t' kam chi? (me:n' do:s)
tɔhi k'a: chu h'on ba:zrɨ? (dastka:ren hɨnd' ci:z)
tɔhi kɨman kith' chi yim ci:z? (do:stas kith')

Exercises

I. Fill in the blanks using suitable words

1. toh' kam'uk . . . . chiv . . . .?
2. asi chu akh . . . . me:van hund tɨ . . . . kiriya:nuk.
3. əs' chi . . . . hɨnd' tɨ . . . . hɨnd' ci:z kɨna:n.
4. yim sə:ri: . . . .chi kəši:ri . . . .
5. əs' chi . . . . manz kə:m . . . .
6. me cha do:stas ciṭh' . . . .
7. tɔhi cha: panun maka:nɨ . . . .?
8. me chunɨ akhba:r . . . ., me cha ciṭh' . . . .
9. tɔhi cha: kita:bɨ məl' . . . . . kinɨ . . . .
10. yija:zath . . . . , me chu daphtar . . . .

II. Answer the following questions:

1. toh' k'a: kə:m chiv kara:n?
2. toh' kati chiv kə:m kara:n?
3. kə:širi dastka:ri k'a: k'a: cha?
4. kəši:ri manz kam kam me:vɨ chi a:sa:n?
5. kəši:ri kam kam dastka:ri cha bana:n?
6. khɔšik me:yan hɨnd' na:v li:khiv.

IV. Use the following words/phrases in sentences:

1. ka:rɨba:r 2. kə:širi dastka:ri 3. me:vɨ 4. kiriya:nɨ
5. nebrim 6. yija:zath d'un 7. z'a:dɨtar 8. no:kri: karɨn'.

Notes

Verbs in infinitive from

In this lesson, infinitive forms of verbs are used along with the subject nouns or pronouns in dative case. The forms of the verb *a:sun* ‘to have’ agree with the subject in person, gender and number.

Vocabulary

na:vm		name	thavun		to keep
ci:z	m	thing(s)	gila:s	m.	cherry
dastkə:r’	f.	handicraft	ṭang	m.	pear
b’a:kh		other,second	tse:r	f.	appricot
kam kam		which ones	o:luv bukha:rɨ	m.	plum
kɨnun		to sell	dach	m	grape (s)
kə:li:n	m.	carpet	vagə:rɨ		etc.
ša:l	m.	shawl	ala:vɨ		extra
ri:šim	f.	silk	ami ala:vɨ		besides this
du:t’	f.	sari	na:rji:l	m.	coconut
dusɨ	m.	stole	khɔšɨk		dry
ya:ne:		like, as	banun		to be available
khəzɨr	m.	date(s)	yija:zath d’un		to permit
me:vɨ	m	fruit	kišmiš	m.	raisin
z’a:dɨtar		mostly	kaju:	m.	cashew nut(s)
nebrim		of outside	acha:		alright
ḍu:n	m.	walnut	vanun		to say
ba:da:m	m.	almond	ha:va:lɨ		custody, care
khɔda:	m	God	puli:s	m	police
mu:sim		season	lɔ̀kuṭ	m.s	young, small
nebar		outside	panun pa:n	m.s	self
baḍun		to move	kirya:nl	m	grocery
pe:par					
mə:ši:	f.	papier mache			

Lesson 14

A.	toh' chiva: kəši:ri gə:mɨt'?	Have you visited Kashmir?
B.	a:, bɨ chus go:mut.	Yes, I have gone.
A.	toh' kar chiv gə:mɨt'?	When have you gone?
B.	bɨ o:sus ka:leji para:n, yeli bɨ gɔdɨ̣nici laṭi kəši:ri go:s. əs' gəyi ka:leji p'aṭh sə:r karni. əs' a:s' kul dəh ləḍkɨ. sə:n' profesar sə:b ə:s' asi sɨ:t'. əs' ru:d' kəši:ri dəhan dɔhan.	I was studying in college, when I went to Kashmir for the first time. We went from the college on tour. We were in all ten students. Our professor was with us. We stayed is Kashmir for ten days.
A.	tɔhi k'a: k'a: vuchɨvɨ kəši:ri?	Which places did you visit in Kashmir?
B.	əs' gəyi gulmarag, sonɨmarag, pahalga:m ve:rnag, tɨ kɔkarna:g. asi siri:nəgrɨ sa:rey ja:yi, kha:s kar mɔgal ba:g: ša:lɨma:r, niša:t, casmɨšə:hi: tɨ nehru: pa:rk vagə:rɨ. mɔgal ba:g chi pəz' pə:ṭh' khu:bsu:rath. asi kor ḍal ji:las manz ti na:vi sə:r. əs' ru:d' dɔn dɔhan havɨs bo:ṭas manz, asi a:yi kəši:r s'aṭha: pasand.	We went to Gulmarg, Sonmarg, Pahalgam, Verinag and Kokarnag. We saw all places in vuchi Srinagar, especially Mughal gardens: Shalimar, Nishat Cashmashahi, and Nehru Park etc. The Mughal gardens are indeed very beautiful. We went for a boat-ride in Dal. We stayed in a houseboad for for two days. We liked Kashmir very much.
	doyimi laṭi chus bɨ go:mut do:stɨ sɨndis khã:dras p'aṭh. me:n' kəh ba:kɨy do:s ti ə:s' khã:ḍras p'aṭh kəši:ri a:mɨt'. yi o:s harduk mu:sim. kəši:ri ə:s s'aṭha: tɨ:r	The second time I have gone əkis (to Kashmir) on the occasion of the wedding ceremony of a friend of mine. Some of my other friends had also come to Kashmir at this wedding. It was autumn. It was very cold in Kashmir,

ti:k'a:zi ba:lan p'aṭh o:s
ši:n p'o:mut. kə:ši:ri:
manz cha vandas s'aṭha:
ti:r a:sa:n. sõ:tas manz
ti chu ru:d peva:n, magar
retɨkə:lis manz chu mu:sim
s'aṭha: ja:n a:sa:n. garmi:
chanɨ a:sa:n. va:riya:h
sə:lə:ni: chi o:r gatsha:n
retɨka:li.

because it had snowed on
the mountains. The winter is
very cold in Kashmir. It
rains in spring as well, but
the weather remains good
during the summer. The
summer is not hot. A numer
of tourists visit Kashmir during
Kashmir during summer.

Drills

I. Repetition drill

1. bɨ chus go:mut.
   əs' chi gə:mit'.
   bɨ chas gə:mits.
   əs' cha gamtsɨ.
2. bɨ chus a:mut.
   əs' chi a:mɨt'.
   bɨ chas a:mɨts.
   əs' cha a:mɨtsɨ.
3. bɨ chus vothmut.
   əs' chi vəth'mɨt'.
   bɨ chas vətshmɨts.
   əs' cha vatshmatsɨ.
4. bɨ o:sus dra:mut.
   əs' ə:s' dra:mɨt',
   bɨ ə:sɨs dra:mɨts,
   əs' a:sɨ dra:mtsɨ.
5. bɨ o:sus vo:tmut.
   əs' ə:s' və:t'mɨt'.
   bɨ ə:sɨs və:tsmɨts.
   əs' a:sɨ va:tsimatsi.
6. bɨ o:sus šõgmut.
   əs' ə:s' šõg'mɨt'.
   bɨ ə:sɨs šõjmɨts.
   əs' a:si šõjimatsi.

II. Substitution drill

1. tsɨ chukh a:mut. (yun)
   tsɨ chukh go:mut.(gatshun)
   tsɨ chukh vo:tmut.(va:tun).
   tsɨ chukh šõgmut.(šɔ)gun)
2. toh' chiv a:mɨt'. (yun)
   toh' chiv dra:mɨt'. (ne:run)
   toh' chiv və:t'mɨt'. (vatun)
   toh' chiv gə:mɨt'. (gatshun)
3. su chv dra:mut. (ne:run)
   su chu šõgmut. (šɔ)gun)
   su chu p'o:mut. (p'on)
   su chu vo:tmut. (va:tun)
4. tim chi dra.mɨt'. (ne:run)
   tim chi a:mɨt'. (yun)
   tim chi gə:mɨt' (gatshun)
   tim chi və:t'mɨt' (va:tun)

III. Transformation drill

bɨ chus a:mut. > bɨ o:sus a:mut.
bɨ chas a:mɨts. > bi ə:sis a:mɨts.
əs' chi gə:mɨt'. > əs' ə:s' gə:mɨt'.
tsɨ chukh vo:tmut. > tsɨ o:sukh vo:tmut.
tsɨ chakh və:tsmɨts. > tsɨ ə:sɨkh və:tsmɨts.
toh' chiv dra:mɨt'. > toh' ə:sivɨ dra:mɨt'.
su chu šõgmut. > su o:s šõgmut.
sɔ̄ cha šõjmɨts. > sɔ ə:s šõjmɨts.
tim chi gə:mɨt'. > tim ə:s' gə:mɨt'.

Exercises

I. Fill in the blanks using appropriate forms of the verbs given in brackets:

1. toh' chiva: yo:r . . . .? (yun)
2. bɨ chusnɨ to:r . . . . . (gatshun)
3. əs' chi garɨ . . . . (ne:run)
4. toh' kot . . . . gari p'aṭhɨ? (gatshun)
5. toh' kar . . . . yo:r? (va:tun)
6. əs' ə:s' kəši:ri dɔyi laṭi . . (gatshun)
7. əs' ə:s' dahi baji ka:le:j . . . .? (va:tun)
8. tim ə:s' kahi baji daphtar . . . . (yun)
9. tɔhi k'a: k'a: . . . . kə:ši:ri? (h'on)
10. toh' kot kot chiv . . . .? (gatshun)

II. Answer the following questions:

1. toh' chiva: kəši:ri gə:mɨt'?
2. toh' kar chiv gə:mɨt'?
3. toh' kot kot chiv kəši:ri manz gə:mɨt'?
4. toh' kɨ:tis ka:las chiv kəši:ri ru:d'mɨt'?
5. tɔhi kam kam bəḍ' šahar chiv vuchmɨt'?
6. tɔhi kus kus šahar chuv pasand?
7. vandas manz k'uth mu:sim chu kəši:ri a:sa:n?
8. reṭikə:lis manz k'uth mu:sim chu ro:za:n?
9. kəši:ri p'aṭhɨ kar a:yivɨ toh' va:pas?
10. toh' kot gətshiv yeti p'aṭhɨ?

III. Use the following words/phrases in sentences:

1. gɔḍɨnici laṭi
2. doyimi laṭi
3. sə:r karni
4. ḍal ji:l
5. pasand yun
6. khã:dar
7. harud
8. vandɨ
9. sõ:th
10. retɨko:l
11. ši:n p'on
12. ba:l
13. ba:kɨy
14. tik'a:zi
15. garmi:

Notes

Present perfect tense

Sentences with the present perfect tense are formed by using present forms of the auxiliary verb and by adding the following suffixes to main verb roots agreeing with the subject in number and gender in subjectival constructions (where main verbs are intransitive).

Mas.		Fem.	
Sg.	Pl.	Sg.	Pl.
-mut	-mɨt'	-mɨts̀	-matsɨ

bɨ chus a:mut.	əs' chi a:mɨt'.
tsɨ chukh gomut	toh' chiv gə:mɨt'.

Past perfect tense

In the construction of sentences with the past perfect tense, the past forms of the auxiliary verb *a:sun* 'be' are used.

bɨ o:sus go:mut	əs' ə:s' gə:mɨt'.

Vocabulary

kəši:r	f.	Kashmir	poz	m	true
mɔgal		Mughal	pəz' pə:ṭh'		really
gɔḍɨn'uk	m.s.	first'	ba:l	m	mountain(s)
laṭh		turn	ḍal ji:l	m	Dal lake
dɔh	m.	day	havɨsbo:ṭ	m	houseboat
gulɨmarg	m	Gulmarg	doyum	m	second
sonɨmarg	m	Sonamarg	vandɨ	m.	winter
pahalga:m	m	Pahalgam	harud	m.	autumn

kokarna:g	m	Kokarnag	sə:lə:ni:	m	tourist(s)
ve:rna:g	m	Verinag	tɨ:r	f	cold
siri:nəgɨr	m	Srinagar	tik'a:zi		because
kha:s kar		especially	ši:n	m	snow
ša:lɨma:r	m	Shalimar	sõ:th	m	spring
ni:ša:t	m	Nishat	ru:d	m	rain
cašmaša:hi:		Chashmashahi	retɨko:l	m	summer
ja:n a:sun		to be good	nahru: pa:rk	f	Nehru Park

Lesson 15

A.	tɔhi chava: yi kita:b pərmɨts?	Have you read this book?
B.	na, vuni nɨ. yi kɨmav chi li:chmɨts?	No, not yet. Who has written it?
A.	yi cha mi:r sə:ban li:chmɨts. yi cha kəšị:ri mutalakh. yath manz chi kəši:ri: hɨnz mɔkhsar siyə:si: tə:ri:kh. yath manz chu kəši:ri manz vuchanas la:yakh sa:rinɨy ja:yan hund ti zikir.	Mr. Mir has written it. It is about Kashmir. It presents brief political history of Kashmir. It also mentions all the worth seeing places of Kashmir.
B.	me chu yemi kitạ:bi hund riviv kath ta:m akhba:ras manz pormut. toh' yelɨ mɔklə:yiv pərith, patɨ diz'av me parnɨ khə:trɨ.	I have read the review of this book in some news paper. After you have read it, please lend it to me to read.
A.	paga:h chu yeti akh kə:šur ḍra:ma:.	A Kashmir pay will be staged over here tomorrow.
B.	a:, me chu pata:. me:n' ək' do:stan cha ṭikṭɨ hetsmatsɨ. toh' ti vuchiva:?	Yes, I know about it. One of my friends has purchased tickets. Will you also watch it?
A.	me chu yɔhay ḍra:ma: parus vuchmut. kə:m karan və:l' ti chi timay. agar me phursat me:li, bɨ ti vuchɨ duba:rɨ. ada:ka:rav cha ath manz ja:n kə:m kərmɨts.	I have seen the same play last year. The performers too are the same. If I get time, I'll see it again. The artists have done a good work in it.
B.	azkal cha akh ja:n ãgri:ž̃i: film ti cala:n.	There is a good English movie being shown these days.
A.	a: me ti chi amik' tə:ri:ph bu:z'mɨt'. əs' vuchav yi philm yikɨvatɨ kə:l'keth.	Yes, I have heard its praise. We will watch this film together day after tomorrow.

B.	ti chu ṭi:kh, philim vuchith gatshav əs' rame:šun garɨ ti, təm'sund garɨ chu nəzdi:kh tati p'aṭhɨ.	That is good. After watching the film, we will visit Ramesh's house. From there, his house is close by.
A.	toh' yiyiv daphtarɨ yith so:n ša:man šeyi baji. bɨ a:sɨ taya:r.	Please come to my house on return from the office at 6 o'clock. I will be ready.
B.	acha: me gav tse:r. me chu ba:zar gatshun: me cha ba:zrɨ sabzi: anɨn̄'. sabzi: ənith chu me haspata:l ti gatshun.	Alright. I am late. I have to go to market. I have to bring vegetables from the market. After bringing vegetables, I have to go to hospital.
A.	adɨsə: teli samkhav paga:h ša:man. toh' kər'zev ku:šiš vakhtas p'aṭh yinɨc.	OK. We'll meet tomorrow in the evening. You should try to come on time.

Drills

I. Substitution drill

1. me cha yi kita:b pərmɨts.
   (parun)
   (h'on)
   (anun)
   (le:khun)

2. tse chuth nov ko:ṭh suvmut.
   (suvun)
   (tshunun)
   (bana:vun)
   (h'on)

3. təhi chiv palav het'mɨt'.
   (h'on)
   (vuchun)
   (kɨnun)
   (bana:vun)

4. timav o:s mazmu:n l'u:ḳhmut
   (le:khun)
   (parun)
   (vuchun)
   (d'un)

5. bɨ gatshɨ garɨ kə:m kərith.
   (kəm karɨn')
   (kita:b parɨn')
   (ciṭh' le:khɨn')
   (khabar bo:zɨn')

II. Transformation drill

me cha yi philim vuchmɨts. > me ə:s yi philim vuchmɨts.
me chu ḍra:ma: l ’u:khmut. > me o:s yi ḍra:ma: l ’u:khmut.
me cha yi khabar bu:zmɨts. > me ə:s yi khabar bu:zmɨts.
asi chu maka:nɨ kɨnɨmut. > asi o:s maka:nɨ kɨnɨmut.
tse chuth batɨ ronɨmut. > tse o:suth batɨ ronɨmut.
tse chith mo:zɨ het’mɨt’. > tse ə:sith mo:zɨ het’mɨt’.
tse chath bəniya:n tshunimɨts. > tse ə:sɨth bəniya:n tshunimɨts.
tɔhi chuvɨ kalɨ cholmut. > tɔhi o:sɨvi kalɨ cholmut.
tɔhi chiv pə̃:sɨ ən’mɨt’. > tɔhi ə:sɨvɨ pə̃:sɨ ən’mɨt’.
tɔhi chavɨ gər ši:rmɨts. > tɔhi ə:sɨvɨ gər ši:rmɨts.
təm’ chu bu:ṭh šu:rmut. > təm’ o:s bu:ṭh šu:rmut.
timav cha ka:r ən’mɨts. > timav ə:s ka:r ən’mɨts.

Exercises

I. Fill in the blanks using suitable words:

1. tɔhi chuva: yi ḍra:ma: . . . .?
2. tɔhi kar chav yi kita:b . . . . .?
3. yi kita:b cha: kəši:ri . . . . .?
4. kəši:ri manz cha vuchanas. . . . va:riya:h. . . .
5. yi kə:m. . . . yiyiv so:n garɨ.
6. yi akhba:r. . . . gətshiv ba:zar.
7. me diyiv kita:b . . . . . . khə:trɨ.
8. me cha yi philim parus . . . . .
9. tɔhi chava: nəv ka:r . . . .?
10. bɨ yimɨ tuhund garɨ, agar me phursat . . . . .

II. Answer the following questions using cues:

1. tɔhi cha: nəv’ palav suv’mit’? (a:)
2. tɔhi cha: yi mazmu:n pormut? (a:)
3. tuhɨnd’ do:stan cha: yi ḍra:ma: vuchmut? (a:)
4. tɔhi cha: ka:lijic kə:m kərmits? (na)
5. yim kəm’ chi palav chəl’mit’? (ši:lan)
6. tuhɨnd’ do:stan cha: nov saykal h’otmut? (na)
7. tɔhi chava: panin’ kə:m moklə:vmits? (na)
8. sitsan cha: nəv’ palav suv’mit’? (na)
9. tɔhi kar mɔklə:viv ki:ta:b pərith? (paga:h)
10. tɔhi cha: yeti panun makam bano:vmut? (a:).

III. Use the following words/phrases in sentences:

1. mutlakh 2. siyə:si: 3. zikir 4. məkla:vun
5. phursat me:lɨn' 6. ada:ka:r 7. tə:ri:ph 8. nəzdi:kh
9. tse:r gatshun 10. samkhun. 11. ku:šiš karɨn'

Notes

Present and perfect tense

In this lesson, sentence constructions with the present and past perfect tenses have been used in objectival constructions (using transitive verbs). In case main verbs are transitive, the forms of auxiliary verb *a:sun* 'be' are used in ergative. The present and past forms of the auxiliary verb are used in the present and past perfect constructions respectively.

Auxiliary verbs in ergative

Following are the present and past forms of the auxiliary verb in the ergative agreeing with the subject in person, and with object in gender and number:

Present

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1st /3rd	chu	chi	cha	cha
2nd (non-hon sg.)	chuth	chith	chath	chath
2nd (pl./hon. sg.)	chuv	chiv	chav	chavɨ

Past

1st/3rd	o:s	a:s'	ə:s	a:sɨ
2nd (non-lion. sg.)	o:suth	ə:sith	ə:sɨth	a:sath
2nd (pl./hon. sg.)	o:slvɨ	ə:sivɨ	ə:sɨvɨ	a:sɨvɨ

Personal pronouns in ergative

Following are the forms of the personal pronouns in ergative:

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1st	me	asi	me	asi
2nd	tse	təhi	tse	təhi
3rd (within sight)	hom'	humav	homi	humav
(out of sight)	təm'	timav	tami	timav

Demonstrative pronouns in ergative

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
Proximate	yem'	yimav	yemi	yimav
Remote (within sight)	hom'	humav	homi	humav
(out of sight)	təm'	timav	tami	timav

Nouns in ergative case

The following suffixes are added to the nouns in ergative case:

Masculine		Feminine	
Sg.	Pl.	Sg.	Pl.
-an	-av	-i	-av

Examples

ləḍkɨ +an = ləḍkan (yem' ləḍkan pər yi kita:b.)
ləḍkɨ+av = ləḍkav (yimav ləḍkav pər yi kita:b.)
ku:r +i = ko:ri (yemi ko:ri pər yi kita:b.)
ko:ri +av = ko:r'av (yimav ko:r'av pər yi kita:b.)

Vocabulary

mutalakh	m	about	ka:r	f	car
mokhsar		brief	yikɨvatɨ		together
siyə:si:		political	nəzdi:kh		near, close by
tə:ri:kh	f	history	so:n	m.s	our
zikir	m	mention	taya:r		ready
riviv	m	review	taya:r a:sun		to be ready
kath ta:m		some	pata: a:sun		to know
mɔkla:vun		to complete	ḍrama:	m	play
ṭikaṭh	f	ticket	sabzi:	f	vegetable(s)
yɔhay		the same	haspata:l	m	hospital
bu:ṭh	m	shoes	adɨsə:		OK.
phursat	f	leisure	teli		then
phursat me:lɨn'		to get time	samkhun		to meet
duba:rɨ		second time	ku:šiš	f	try
ada:ka:r		artist	ku:šiš karɨn'		to try
philim	f	film	batɨ	m	flood
calun		to be on	mo:zɨ	m	socks

tə:ri:ph	f	praise	parus		last year
še:run		to repair	saykal	m	cycle
suvun		to stitch			

Lesson 16

A.	rə:na: sə:b kati chi?	Where is Mr. Raina?
B.	timan chunɨ az təbiyath ṭhi:kh. timan o:s subɨhan taph. beyi ə:sɨkh tsa:s yiva:n. ami kin' hek' nɨ yo:r yith.	He is not feeling well today. He had fever in the morning and was suffering from cough. Therefore; he could not come here.
A.	tim gəya: ḍa:kṭars niš?	Did he go to the doctor?
B.	a: tim gəyi. ḍa:kṭar sə:ban d'ut timan dava:. tim karan dɔhas a:ra:m.	Yes, he did. The doctor gave him medicine. He will take rest for the day.
A.	me ti chu kalas do:d. bɨ hekɨnɨ az kə:m kərith.	I too have headache. I cannot work today.
B.	dava: kheyiv. jalɨd gətshiv ṭhi:kh. me o:s ra:th zuka:m. me kh'av dava: tɨ go:s ṭhi:kh.	Take medicine. You will be alright soon. I had badcold yesterday. I took medicine and got well.
A.	azkal chunɨ yeti mu:sim ṭhi:kh. aksar chi lu:kh bema:r peva:n.	The climate over here is not good these days: People be become sick mostly.
B.	tɔhi onva: sa:ma:n məl' ba:zrɨ?	Did you buy things from the market?
A.	me het' kẽh ci:z. ci:z ə:s' gob'. me hek' nɨ yo:r ənith.	I bought a few things. They were heavy (in weight). I could not bring them here.
B.	tɔhi k'a: k'a: h'otvɨ?	What items did you buy?
A.	me h'ot tomul, o:ṭ, mədre:r, masa:lɨ, nu:n, ti:l, beyi kapur̃ vagə:rɨ.	I bought rice, flour, sugar, spices, salt, oil, and cloth etc.
B.	bɨ gatshɨ ša:ṁan ba:zar. me ti chi kẽh ci:z anɨn' garɨ kith'.	I'll go to the market in the evening. I too have to bring a few things for home.
A.	teli gatshav əs' yikɨvatɨ daphtarɨ yith.	Then we will go together after coming from the office.

B.	acha: bihiv. ca:y ceyiv.	OK. Please sit down. Have (a cup of) Tea.
A.	na, me gatshi tse:r. bɨ heki nɨ panun daphtar vakhtas p'aṭh və:tith.	No,.I'll be late. I cannot reach my office in time.
B.	acha: bɨ pra:rɨ tɔhi ša:man.	OK. I'll wait for you in the evening.

Drills

I. Repetition drill

1. bɨ hekɨ garɨ gətshith.
   əs' hekav yi kə:m kərith.
   tsɨ hekakh yo:r yith.
   toh' hekiv yi kita:b pərith.
   sɔ heki ciṭh' li:khith.
   tim hekan palav chəlith.
2. bɨ chus/chas heka:n kə:šur pərith.
   əs' chi heka:n akhba:r pərith.
   tsɨ chukh/chakh heka:n batɨ rənith
   toh' chiv heka:n ka:r calə:vith.
   su chu heka:n gər ši:rith.
   sɔ cha heka:n bəniya:n vu:nith.
   tim chi heka:n ca:y banə:vith.
   timɨ cha heka:n palav suvith.

II. Transformation drill.

bɨ chus heka:n yo:r yith. > bɨ o:sus heka:n …
əs' chi heka:n garɨ gətšith. > əs' ə:s' heka:n …
tsɨ chukh heka:n saphə:yi: kərith: > tsɨ o:sukh heka:n …
tsɨ chakh heka:n tsɔci banə:vith. > tsɨ ə:sɨkh heka:n …
toh' chiv/chavɨ heka:n nətsith. > toh'ə:sivi/a:sivɨ …
su chu heka:n du:rith. > su o:s heka:n .
sɔ cha heka:n tsəlith. > sɔ ə:s heka:n …
tim chi heka:n kulis khəsith. > tim ə:s' heka:n ….
timɨ cha heka:n ga:di rəṭith. > timɨ a:sɨ heka:n ….

III. Response drill

toh' hekiva: az yith?	(na)	na, bɨ hekɨnɨ (yith).
tsi hekɨkha: nətsith?	(na)	na, bɨ hekɨ nɨ (nətsith).
toh' hekiva: garɨ gətshith?	(na)	na, əs' hekav nɨ.
so hek'a: te:z du:rith?	(na)	na, su heki nɨ.
tim hekna: yi ciṭh' pərith?	(na)	na, tim hekan nɨ.
timɨ hekna: ga:ḍɨ təlith?	(na)	na, timɨ hekan nɨ.

Exercises

I. Fill in the blanks using suitable words:

1. me chunɨ az ….. ṭhi:kh. bɨ ….. daphtar gẽtshith.
2. tɔhi chav tsa:s ….. toh' gətshiv ….. niš.
3. me o:s ….. ḍa:kṭar sə:ban ….. me dava:
4. toh' kəriv ….. a:ra:m, toh' hekiv nɨ kə:m…
5. tɔhi cha: kalas …..? dava: …
6. sa:ma:nɨ o:s gob. me ….. tulith.
7. bɨ ….. az ša:man ….. gətshith. toh' gətsh'va:?
8. tɔhi govɨvɨ tse:r. toh' ….. daphtar vakhtas … və:tith?
9. toh' prə:riv. bɨ ….. ša:man va:pas …
10. əs' … yikɨvaṭɨ … gətshith?

II. Answer the following questions:

1. toh' chiva: heka:n gevith?
2. toh' chiva: heka:n nətsith?
3. toh' chiva: heka:n batɨ rənith?
4. toh' chiva: heka:n vakhtas p'aṭh daphtar gətshith?
5. toh' chiva: heka:n palav suvith?
6. toh' chiva: heka:n te:z du:rith?
7. toh' chiva: heka:n ka:r calə:vith?

III. Use the following words/phrases in sentences:

1. amikin' 2. a:ra:m 3. tẽhi:kh gatshun 4. mu:ṣim
5. bema:r p'on 6. k'uth 7. vakhtas p'aṭh
8. taph a:sun 9. kalɨ do:d 10. zuka:m a:sun.

Notes

The modal verb ‘hekun’

In this lesson the modal verb *hekun* ‘can, be able to’ is used in different types of sentences. When the modal verb *hekun is* used, the suffix *-ith* is added to the main verb stem. The verb *hekun* takes all the person, gender, number, and tense markers, like all other verbs in different types of constructions, e.g.,

bɨ chus heka:n yith.	I am able to come.
me h’ok yith.	I could come.
tse h’okuth yith.	You could come.
təm’ h’ok yith.	He could come.

The modal verb *hekun* can be used with the subject in nomi-native or dative/ergative.

Vocabulary

taph	m	fever	kẽh		some
tsa:s	f	cough	amikin’		therefore
tomul	m	rice	məl’ anun		to purchase
hekun		to be able to	o:ṭ	m	flour
khasun		to climb	mədre:r	m	sugar
a:ra:m	m	rest	masa:lɨ	m	spices
a:ra:m karun		to rest	nu:n	m	salt
do:d	m	pain, ache	ti:l	m	oil
natsun		to dance	beyi		and
jalɨd		soon	kapur	m	cloth
ṭhi:kh gatshun		to be ok	raṭun		to catch
pra:run		to wait	ga:ḍɨ	f	fish
zuka:m	m	bad cold	ka:r	f	car
aksar		mostly	cala:vnn		to drive
talun		to fry	bema:r p’on		to be ill
do:run		to run	lu:kh	f	people
tsalun		to run away	tsoṭ	f	bread

Lesson 17

A.	yimtiha:n chu nəzdi:kh. tɔhi pazivɨ sakh mehnath tɔhi pazivɨ nɨ vakhɨt za:yi karun.	The exams are not far off. You should wor̲k very hard. karɨn'. You should not waste time.
B.	me chu pata:. bɨ chus yatsha:n magar me chunɨ z'a:dɨ vakhɨt me:la:n.	I know it. I want to study, parun, but I don't get much time.
A.	toh' chivnɨ dil diva:n parnas manz. tuhɨnz lagi nɨ ṣ̌ara:rath karɨn'. toh' chiv vɔn' samɨjda:r.	You are not paying attention to your studies. You should not do mischief. You are wise.
B.	bɨ chusnɨ šara:rath kara:n. chunɨ yatsha:n yimtiha:nas manz phe:l gatshun, ya: kam nambar n'un.	I am not doing mischief. No kã:h one wants to fail in examination, or obtain low marks.
A.	teli k'a: dəli:l cha?	Then what is the matter (with you)?
B.	tɔhi chunɨ pata: so:n garɨ chu yeti p'aṭhɨ s'a:ṭha: du:r. me chu peva:n pã:tsh mi:l dɔhay saykalas p'aṭh yun.	You don't know. Our house is far away from here. I have to travel five miles by bicycle daily.
A.	toh' kath mazmu:na manz chiv kamzo:r?	In which subject are you weak?
B.	bɨ chus hisa:bas manz kamzo:r. ãgri:zi, tə:ri:kh, jagra:phi tɨ hendi vagə:rɨ mazmu:nan chi me ja:n nambar yiva:n.	I am weak in mathematics. I get good marks in English, history, geography, Hindi etc.
A.	agar tɔhi hisa:b chunɨ pu:rɨ pu:ri yiva:n, tuhund gatshi me prɨtshun.	If you do not know maths well, you should ask me.
B.	acha. me hə:viv toh' muškil muškil sava: l. bakɨy tagan	Alright. Please help me in difficult questions, the rest I

	me pa:nay karɨn'. bɨ a:sɨ tɔhi niš dɔhay yiva:n. tɔhi peyivɨ takli:ph karun.	can do myself. I will be coming to you daily. You will have to take trouble (for my sake).
A.	kã:h phikir chanɨ. azkal chanɨ me panɨn' z'a:dɨ kə:m. bɨ chus yatsha:n toh' gətshiv ja:n nambar nin'. agar nɨ azkal mehnath kəriv, patɨ peyivɨ pachta:vun. baḍ'an kala:san manz chunɨ a:sə:ni: sa:n də:khlɨ me:la:n.	Don't worry at all. I don't have much work of my own these days. I want you to obtain good marks. If you'll not work hard these days, you'll have to repent later on. It is not easy to get admission in higher classes.
B.	bɨ karɨ s'aṭha: mehnath. toh' mɨ bəriv parva:y.	I'll work very hard. Please don't worry (for me).

Drills

I. Repetition drill

1. me pazi mehnath karɨn'.
   asi pazi kə:m karɨn'.
   tse paziy garɨ gatshun.
   tɔhi pazivɨ yo:r yun.
   təmis pazi maka:n h'on.
   timan pazi va:pas yun.
2. bɨ chus/chas yatsha:n ba:zar gatshun.
   əs' chi yatsha:n maka:n bana:vun.
   tsɨ chukh/chakh yatsha:n šõgun.
   toh' chiv yatsha:n asun.
   su chu yatsha:n natsun.
   sɔ cha yatsha:n do:run.
   tim chi yatsha:n gevun.
   timɨ cha yatsha:n tsalun.
3. me/asi lagi tihund gatshun.
   tse lagiy nɨ tsi:r' yun.
   lagivi nɨ šara:rat karɨn'.
   təmis/timan lagi yo:r yun.
   me/asi peyi ba:zar gatṣhun.
   tse peyiy paydal gatshun. tɔhi
   tɔhi peyivɨ pa:nay yun.
   təmis/timan peyi yo:r yun.
4. me/asi gatshi kath vanɨn'.
   me/asi gatshan pɔ̃:sɨ hen'.
   tse gatshiy rɔpay d'un.
   timan gatshan kita:bɨ dini.
   tɔhi gatshɨnav palav din'.
   təmis gatshi kita:b din'.
   tse gatshnay palav a:sɨn'.

II. Transformation drill

bɨ chus yatsha:n yun. > bɨ o:sus yatsha:n yun.
əs' chi yatsha:n gatshun. > əs' ə:s' yatsha:n gatshun.

toh' chiv yatsha:n kə:m karɨn'. > toh' ə:sivi yatsha:n ....
su chu yatsha:n saphə:yi: karɨn'. > su o:s yatsha:n ....
tim chi yatsha:n kita:b le:khɨn'. > tim ə:s' yatsha:n ....
sɔ cha yatsha:n ciṭh' vuchɨn'. > sɔ a:s yatsha:n ...
timɨ cha yatsha:n yimtiha:n d'un. > timɨ a:sɨ yatsha:n ...

Exercises

I. Fill in the blanks using suitable words:

1. tɔhi pazivɨ garɨ ….. tɔhi ….. tse:r.
2. timan ….. panɨn' kə:m ….. vakhɨt gatshi nɨ za:yi …..
3. əs' chi yatsha:n kita:b ….. asi gatshi ….. me:lɨn'.
4. tim ….. yatsha:n ciṭh' ….. timan chunɨ ….. me:la:n.
5. tɔhi ….. peva:n paydal ….. tuhund ….. chu du:r.
6. me ….. peva:n ba:zar ….. bɨ chus sayklas p'aṭh …..
7. tuhund gatshi sava:l ma:sṭaras ... ..
8. me gatshi panɨn' kita:b …..
9. me tagạn yim sava:l …..

II. Answer the following questions:

1. tɔhi k'a: pazi karun?
2. toh' k'a: chiv yatsha:n karun?
3. tɔhi lag'a: šara:rath karɨn'?
4. tɔhi cha: taga:n kə:šur parun?
5. tɔhi cha: peva:n daphtar paydal gatshun?
6. tɔhi paz'a: vakhɨt za:yi karun?
7. toh' chivna: yatsha:n ja:n kə:m karɨn'?
8. tɔhi pazina: vakhtas p'aṭh kə:m karɨn'?

III. Use the following words/phrases in sentences:

1. nəzdị:kh 2. mehnath 3. za:yi karun 4. dil d'un
5.paydal 6. šra:rath 7. kamzo:r
8. prɨtshun 9. takli:ph karun 10. phikir karɨn'
11. pachta:vun 12. a:sə:ni: sa:n 13. parva:y barun.

Notes

Modal verbs

The modal verbs *pazi, gatshi, p'on, yatshun and tagun* have been introduced in this lesson. When these modal verbs are used, the main verbs are put in infinitive form. They take the gender, number, person and tense markers, and the main verb in infinitive agrees with the object in gender and number.

Vocabulary

yimtiha:n	m	examination	phe:l gatshun		to fail
nambar nin'		to obtain marks	kam		less
pazi		should	nambar	m	marks
sakh		hard, strong	dəli:l	f	matter
phikir	f	worry	du:r	m	far away
mehnath f		hard work	mi:l	m	mile
mehnat karɨn'		to work hard	kamzo:r		weak
takli:ph	m	pain, trouble	hisa:b	m	maths
yatshun		to want	tə:ri:kh	f	history
pa:n	m	self	jagra:phi:	f	geogrphy
sava:l	m	question	hendi:	m	Hindi
dil	m	heart	parva:y	m	worry
dil d'un		to show interest	tagun		to know
lagun		should	də:khlɨ	m	admission
šara:rath f		mischief	parva:y barun		to worry
samɨjda:r		wise	pu:rɨ		complete
vɔn'		now	gatshi		should
kã:h		any (one)	muškil	m	difficult
phe:l	m	fail	patɨ		later on
pachɨta:vun		to repent	kala:s	m	class
karun tagun		to be able to do	a:sa:n		easy

Lesson 18

A.	toh’ kə:t’a: zi:_ṭh’ chiv?	What’s your height?
B.	bɨ chus pã:tsh phuṭ tɨ še inc. toh’ kə:t’a: chiv?	I am six feet and six inches (tall). How about you?
A.	bɨ chus tuhɨndi khɔtɨ zɨ inc tshoṭ. toh’ chiv m’a:ni khɔtɨ veṭh’ ti. tɔhi ko:tah chu vazan?	I am shorter than you by two inches. You are fatter than me. How much do you weigh?
B.	bɨ chus satath kilo. toh’ ə:siv pã:tsɨhə: ṭh kilo.	I am seventy kilos. You will be sixty-five kilos.
A.	na, bɨ chus tsuhə:ṭh kilo. mohanji: cha: tɔhi ziṭh’ kinɨ kɨ̃:ts’?	No, I am sixty-four kilos. Is Mohanji elder to you or younger?
B.	tim chi me akh vəri: kɨ̃:ts’, magar tim chi me ziṭh’ ba:sa:n.	He is younger to me by one year, but looks older to me.
A.	toh’ chiv təm’sɨndi khɔtɨ zə:vil’. təm’sɨnzɨ beni ši:lɨ tɨ rama: cha hišay šakli.	You are slimmer than him. His sisters Shiela and Rama look alike.
B.	mohanɨ ti chu timnɨy h’uh. rama: cha sa:rɨvɨy khɔtɨ lɔkɨṭ . sɔ cha ca:la:kh ti s’aṭha:. sɔ cha hame:šɨ panɨnis kala:sas manz sa:rivɨy khɔtɨ z’a:dɨ nambar hə:sil kara:n.	Mohan is also like them. Rama is youngest of all. She is very clever too. She always obtains highest marks in her class.
A.	tuhund su:ṭh chu m’a:ni su:ṭɨ drog. tuhɨnz gər ti cha m’a:ni gari khɔtɨ droj.	Your suit is more expensive khɔtɨ than mine. Your watch also is more expensive than mine.
B.	me cha tuhɨnz tsa:dar pasand. yi cha saphe:d ši:n hiš.	I like your blanket. It is as white as snow.

Drills

I. Repetition drill

1. bɨ chus tuhɨndi khɔtɨ boḍ.
toh’ chiv m’a:ni khɔtɨ lɔkɨṭ’.
bɨ chus tuhɨndi khɔtɨ z’u:ṭh.
toh’ chiv m’a:ni khɔtɨ tshoṭ’.
bɨ chus tuhɨndi khɔtɨ zə:v’ul.

2. ra:mɨ chu mohnas h’uh i:ma:nda:r.
ši:lɨ chanɨ rama:yi hiš ca:la:kh.
ra:jɨ chu aslamas h’uh mehnti:
sa:rɨ cha pha:tas hiš zə:vij.
ša:mɨ chu rəhi:mas h’uh akɨlmand.

3. yi tsa:dar cha saphe:d ši:n hiš.
hɔ tsa:dar cha krɨhɨn’ kɨṭɨka:l hiš.
yi tsu:ṭh chu vɔzul na:r h’uv.
hɔ tse:r cha ni:j ka:ts hiš.
su chu l’odur kɔ̃g h’uh.
yi sangtar chu modur kand h’uh.

4. ra:mɨ chu mohnɨni khɔtɨ ga:ṭul.
ši:lɨ cha kã:tni khɔtɨ prən’.
ra:jɨ chu aslamni khɔtɨ da:na:.
sa:rɨ cha pha:tɨni khɔtɨ khu:bsu:rath.
ša:mɨ chu rəhi:mni khɔtɨ z’a:dɨ be:vku:ph.
sarlɨ cha ra:da:yi hɨndi khɔtɨ ga:ṭɨj.

5. toh’ chiv sa:rivɨy khɔtɨ ja:n.
ra:mɨ chu sa:rivɨy hɨndi khɔtɨ ga: ṭul.
mohnɨ chu sa:rivɨy hɨndi khɔtɨ hušiya:r.
ši:lɨ cha sa:rivɨy khɔtɨ ja:n geva:n.
ra:da: cha sa:rivɨy khɔtɨ z’a:dɨ ja:n natsa:n.
mohnɨ chu sa:rɨvɨy khɔtɨ mehnath kara:n.

II. Sustitution drill

1. bɨ chus tuhɨndi khɔtɨ z'u: ṭh.
zə:v'ul
v'oṭh
gəri:b

2. toh' chiv m'a:ni khɔtɨ…
ca:la:kh
da:na:
ga:ṭɨl'

3. ra:mɨ chu ša:mni khɔtɨ…
da:na:
šəri:ph
ca:la:kh
mehnti:

4. ši:lɨ cha kã:tni khɔtɨ…
prən'
ga:ṭɨj
khu:bsu:rath
əmi:r

V. Respons drill

toh' chiva: m'a:ni khɔtɨ zi:ṭh'?	(tshoṭ')
na, bɨ chus tuhɨndi khɔtɨ tshoṭ.	
toh' chiva: ša:mni khɔtɨ zə:vil'?	(v'oṭh)
ša:mɨ cha: mohnɨni khɔtɨ boḍ?	(lɔkuṭ)
ši:lɨ cha: kã:tni khɔtɨ te:z?	(šəri:ph)
toh' chiva: sa:rivɨy khɔtɨ tshoṭ'?	(z'u:ṭh)
toh' chiva: sa:rivɨy khɔtɨ əmi:r?	(gəri:b)

B. Exercises

I. Fill in the blanks using suitable words.

1. bɨ chus . . . khɔtɨ z'u: ṭh. bɨ chusnɨ tuhɨndi . . . tshoṭ.
2. tsɨ chukh m'a:ni . . . . v'oṭh, tsɨ . . . . m'a:ni . . . .
3. toh' chiv . . . . khɔtɨ əmi:r, toh' . . . .m'a:ni khɔtɨ . . . .
4. ra:mɨ . . . . mohnɨni . . . . z'u:ṭh, su chunɨ təm'sɨndi . . . .
5. mohnɨ . . . . ra:mɨni . . . . boḍ, su . . . . tasɨndi . . . .
6. ši:lɨ . . . kã:tni . . . . zi:ṭh, sɔ . . . . tshoṭ.
7. kã:tɨ . . .ši:lni . . . prən', sɔ .... khu:bsu:rath.
8. mohnɨ . . . . sa:rivɨy . . . . ga:ṭul, ... chunɨ be:vku:ph.

II. Answer the following questions:

1. toh' kə:t'a: zi:ṭh' chiv?
2. toh' kəts ba:rɨn' chiv?
3. toh' chiva: sa:rivɨy khɔtɨ ziṭh'?

4. toh' chiva: panɨnis lɔkṭis bə:y sɨndi khɔtɨ zi:ṭh' kinɨ tshoṭ'?
5. tuhɨndis daphtaras manz kam chi sa:rivɨy khɔtɨ veṭh'?
6. tuhɨndis garas manz kam chi sa:rivɨy khɔtɨ zə:vil'?
7. tuhɨndis daphtars manz kam chi sa:rivɨy khɔtɨ z'a:dɨ šəri:ph?
8. toh' chiva: garas manz sa:rivɨy khɔṭɨ ziṭh' kinɨ kɨ̄:s'?

III. Use the following words/phrases in sentences:

1. m'a:ni khɔtɨ 2. z'uṭh kinɨ̄ ku:s 3. z'u:ṭh kinɨ tshoṭ
4. sa:rivɨy khɔtɨ 5. h'uvuy. 6. hišay 7. hə:sil karun
8. saphe:d ši:n 9. krɨhun kiṭɨka:l 10 n'u:l ka:ts.

Notes

Comparatives

Sentences with comparative degree constructions are formed by adding *-i* suffix to the genitive or possessive forms of the subject noun or pronoun with whom the comparison is made, which is followed by the comparative morpheme *khɔtɨ* . When the suffix is added the forms undergo some morphophonemic changes. Examples are given below.

m'o:n + i = m'a:ni khɔtɨ (toh' chiv m'a:ni khɔtɨ zi:ṭh'.)
co:n + i =ca:ni khɔtɨ (bɨ chus ca:ni khɔtɨ zə:v'ul.)
mohnun + i= mohnɨni khɔtɨ
(toh' chiv mohnɨni khɔtɨ ca:la:kh.)
ra:mun + i = ra:mɨni khɔtɨ (su chu ra:mɨni khɔtɨ boḍ)
ləḍkɨ sund+ i = ləḍkɨ sɨndi khɔtɨ
(toh' chiv yemis ləḍkɨ sɨndi khɔtɨ zi:ṭh')
ko:ri hund+ i = ko:ri hɨndi khɔtɨ
(sɔ cha yemis ko:ri hɨndi khɔtɨ zi:ṭh.)

Superlatives

Sentences with superlative degree of comparison constructions are formed by adding the suffix *-vɨy* to *sə:riy* 'all' or by adding genitive marker *hund* to *sa:rinɨy* which is followed by *khɔtɨ*.

sa:ri: + vɨy = sa:rivɨy khɔtɨ
sa:riniy hund + i = sa:rinɨy hɨndi khɔtɨ

toh' chiv sa:riviy khɔtɨ šəri:ph.
toh' chiv sa:riniy hɨndi khɔti šəri:ph.

Interrogoitve pro-adjective ku:t 'how much'

Following are the forms of the interrogative pronoun *ku:t* 'how much' agreeing with the subject in gender and number:

Mas.		Fem.	
Sg.	Pl.	Sg.	Pl.
ku:t/ko:ta:h	kɨ:t'/kə:t'ā:h	kɨ:ts	kɨ:tsɨ/kə:tsa:h

tsɨ ku:t/ko:ta:h z'u:ṭh chukh?
toh' kɨ:t'/kə:t'a:h zi:ṭh' chiv?
tsɨ kɨ:ts zi:ṭh chakh?
toh' kɨ:tsɨ/kə:tsa:h ze:chi chavɨ?
The masculine plural forms are used for honorific singulars as well.

Vocubulary

z'u:ṭh	m.s.	tall	sa:riviy kwhatɨ		of all
phuṭ	m	foot/feet	ca:la:kh	m	clever
inc	m	inch	sə:ri:		all
khɔtɨ		in comparison	hame:šɨ		always
modur	m	sweet	vazan	m	weight
kand	m	a sweetener	satath		seventy
sangtar	m	orange	kilo	m	kilogram
hə:sil karun		to obtain	pã:tsɨhə:ṭh		sixty-five
su:ṭh	m	suit	tsuhə:ṭh		sixty-four
drog	m.s	expensive	z'uṭh	m.s	elder
tsa:dar	f.	blanket	ku:s	m.s.	younger
pasand a:		sun to like	v'oṭh	m.s	fat
vəri:	m	year	kɔ̃g	m	suffron
ba:sun		to appear	zə:v'ul	m.s	slim
h'uv	m.s	like	l'odur	m.s	yellow
ni:j	f.s	blue	be:vku:phm		idiot
ni:j ka:tas		unripe	(y)i:ma:nda:r		honest
kruhun	m.	black	klṭlka:l		jet black
hušiya:r		alert	akɨlmand		wise
vɔzul	m.	red	šarɨmda:r		shy
na:r	m	fire	vɔzul na:r		deep red
pron	m	fair complexioned			

Lesson 19

so:n ša:har chu lɔkuṭ. kul a:bə:di: c̲ha lagbag akh lach tsatji: sa:s. yeti chu akh re:lve: sṭe:šan. yeti chi tre bəḍ' sarkə:ri: ka:le:j.zɨ ləḍkan hɨnd' tɨ akh ko:r'an hund. yimav ala:vɨ chi zɨ gə:r sarkə:ri: ka:le:j ti, yeti chi va:riya:h soku:l yeti chi va:riya:h sarkə:ri: daphtar ti. yiman manz chi ḍa:kh kha:nɨ, ta:rgar, ṭeli:pho:n məhkamɨ, haspata:l, bank, puli:s məhkamɨ, təhsi:l ada:lath šə:mil. yath šahras manz chi kẽh lɔkɨṭ' 'mɔkɨṭ' ka:rkha:nɨ ti. yeti chi kẽh dastaka:ri ti bana:n. yetici vu:ni bəniya:nɨ, ša:l tɨ kamlɨ cha mašɨhu:r.	Our city is small. Total population is about one lakh forty thousand. There is a railway station. There are three big collages Two for boys and one for girls. Besides these, there are two private colleges. There are a number of schools. There are many government offices over here. They include post offices, telegraph office hospitals, banks, police department, tehsil, court etc. There are some small factories in this city. Some handicrafts are also made here. The woollen sweaters; shawls and blankets of this place are famous.
yath ša:hras manz chi ro:za:n mukhtaliph mazhaban hɨnd' lu:kh. yiman manz chi hend', musalma:n, sikh, tɨ yisə:y šə:mil. yeti chi mandar, masjidɨ, tɨ girja:gar. lu:kh chi pa:nɨvə:n' amnɨ tɨ milɨtsa:rɨ sa:n ro:za:n. yi ša:har chu khu:bsu:rath tɨ sa:ph. yeti chi zɨ ja:n ba:g. yo:r chi va:riya:h saya:h ti yiva:n. so:n garɨ chu ba:zras nəzdi:kh. so:n garɨ chu	People belonging to different religions live in this city. They include Hindus, Muslims, Sikhs and Christians. There are temples, mosques, temples, gurdwaras and churches here. The people live (here) with peace and amity. This city is beautifiul and clean. There are two good gardens. Many visitors too visit this city. Our house is near the market. Our

na z'a:dɨ boḍ tɨ na z'a:dɨ lɔkuṭ. əs' chi kul še bə:ts yath garas manz ro:za:n. əs' chi mohnas athi ba:zrɨ sabzi: tɨ ba:kɨy ci:z anɨna:va:n. sə:nis garas nəzdi:kh chi zɨ duka:n. akh chu sɨtsɨ sund tɨ b'a:kh chu dob' sund. əs' chi sɨtsas athi palav suvɨna:va:n. dobis athi chi palav chalɨna:va:n. yeti cha ba:kɨy suhu:liyəts tɨ maysar.

house is neither too big nor too small. We are total six members living in this house. We make Mohan bring vegetables and other things from the market. There are two shops near our house. One is of a tailor and the other of a washerman. We get our clothes stitched by the tailor. We get our clothes washed by the washerman. There are all other facilities available over here.

Drills

I. Repetition drill

1. bɨ chus/chas tɔhi athi kə:m karɨna:va:n.
   bɨ chus/chas timan athi ciṭh' le:khɨna:va:n.
   toh' chiv me athi sa:ma:n anɨna:va:n.
   toh' chiv timan athi palav suvɨna:va:n.
   tim chi me athi šech so:zɨna:va:n.
   tim chi tɔhi athi batɨ ranɨna:va:n.

2. me anɨna:vɨno:v tɔhi athi sa:ma:nɨ.
   asi anɨna:vɨno:v su saykal.
   tse le:khɨna:vɨno:vuth təmis athi mazmu:n.
   tɔhi so:zɨnə:vivɨ təmis athi pə̃:sɨ.
   təm' d'a:vɨna:vɨna:vi me sa:rey kita:bɨ.
   timav do:rɨna:vɨno:v su s'aṭha: te:z.

3. bɨ anɨna:vɨ təmis athi dɔd.
   əs' anɨna:vav təmis athi ka:kaz.
   tsɨ karɨna:vakh kamrɨ sa:ph.
   toh' karɨnə:viv təmis athi sə:rɨy kə:m.
   su kh'a:vɨna:vị tɔhi batɨ.
   tim ca:vɨna:van tɔhi tre:š.

I. Substitution drill

1. bɨ chus tɔhi athi kəːm karɨna:va:n. (kə:m karɨn’)
(sa:ma:n anun)
(ca:y bana:vɨn’)
(palav chalɨn’)
(ciṭh’ parɨn’)

2. toh’ ə:sivɨ me athi bəniya:n vo:nɨna:va:n. (vo:nɨn’)
(kɨnin’)
(məl’ hen’)
(anɨn’)
(chalɨn’)

VI. Transformation drill

bɨ chus palav chala:n. > bɨ chus palav chalɨna:va:n.
əs’ chi ciṭhi le:kha:n. > əs’ chi ciṭhi le:khɨna:va:m.
su chu maka:n baṇa:va:n. > su chu maka:n bana:vɨna:va:n.
toh’ chiv sabzi: ana:n. > toh’ chiv sabzi: anɨna:va:n.
su chu kəmi:z suva:n. > su chu kəmi:z suvɨna:va:n.
sɔ cha batɨ rana:n. > sɔ cha batɨ ranɨna:va:n.
tim chi saphə:yi: kara:n. > tim chi sapha:yi karɨna:va:n.

Exercises

I. Fill in the blanks using suitable words:

1. sa:ni šahrɨc . . . . cha . . . . lach tɨ . . . . sa:s.
2. yeti chi variya:h sarkə:r’ . . . .
3. yeti chi kēh lɔkɨṭ’ . . . .
4. yeti chi . . . . mazhaban hɨnd’ lu:kh . . . .
5. lu:kh chi amnɨ tɨ . . . . sa:n . . . .
6. ba:zar chụ na z’a:dɨ boḍ tɨ ....
7. əs’ chi dʊbis athi palav . . . . tɨ sɨtsas athi palav . . . .
8. toh’ chiv me . . . . ciṭh’ . . .
9. bɨ chus tɔhi . . . . šech . . . .
10. me . . . . təmis athi saphə:yi.

II. Answer the following questions:

1. toh' chiva: ga:mɨ ro:za:n kinɨ šahrɨ?
2. tuhɨndi ga:mɨc/ šahrɨc a:bə:di: kə:tsa: chi?
3. toh' kəts bə:ts chiv kul garas manz?
4. toh' kəmis athi chiv garɨc kə:m karɨna:va:n?
5. toh' kə̃mis athi chiv palav suvɨna:va:n?
6. tuhɨndis ša:hras manz kam kam sarka:r' daphtar chi?
7. tuhɨndis ša:hras/ga:mas manz kam kam ka:rkha:nɨ chi?
8. toh' kati p'aṭhɨ chiv sa:ma:n anɨna:va:n?¯

III. Use the following words/phrases in sentences:

1. lɔkuṭ mɔkuṭ   2. lagbag   3. dastka:ri   4. mukhtaliph mazɨhab.
5. milɨtsa:r   6. chalɨna:nvun   8. karɨna:vun
9. ca:vɨna:vun   10. kh'a:vɨna:vun.

Notes

Causal constructions

The causative suffixes –*ɨna:v* and -*ɨna:vɨna:v* are added to 'the verb stem for forming the first and second causative forms respectively.

Verb		1st causal	2nd causal
an	'bring'	anɨna:v	anɨna:vɨna:v
le:kh	'write'	le:khɨna:v	le:khɨna:vɨna:v
kh'a:v	'feed'	kh'a:vɨna:v	kh'a:vɨna:vɨna:v
ca:v	'give to drink'	ca:vɨna:v	ca:vɨna:vɨna:v

In case the postposition *athi* 'through' is used the causative agent is put in dative case, e.g.,

əs' chi sitsas athi palav suvɨna:va:n.

In case the postposition -*zəriyi* 'through' is used, the causative agent is put in ablative case, e.g.,

əs' chi mohnɨni zəriyi sa:ma:n anɨna:va:n.

Vocabulary

šahar	m	city	banun		to be available
a:bə:di:	f	population	lach	m	lakh
vu:ni:		woollen	sa:s	m	thousand
kamal	f	blanket	re:lve:	m	railway
mašɨhu:r m		famous	sṭe:šan	m	station
mukhtaliph		different	sarkə:ri:		of government
mazɨhab	m	religion	musalma:n	m	Muslim
h:ʾond	m	Hin̄du	sikh	m	Sikh
saya:h	m	visitor(s)	yisə:y	m	Christian
šə:mil		included	mandar	m	temple
suhu:liyath	f	facility	bə:ts		members of family
masjid	f	mosque	maysar	m	available
gurdva:rɨ	m	gurdwara	girjɨ	m	church
pa:niẽ:n’		mutual	amɨn	m	peace
miltsa:r	m	togetherness			

Lesson 20

A.	yus lədḍkɨ bema:r o:s, su kot gav?	Where is the boy who was: sick?
B.	su gav haspata:l dava: aṇɨnɨ khə:trɨ.	He has gone to hospital for bringing medicine.
A.	yes ku:r tsi:r’ a:yi, sɔ kati cha?	Where is the girl who came late?
B.	sɔ gəyi garɨ va:pas.	She returned home.
A.	yim šur’ šo:r ə:s’ kara:n, tim kati chi?	Where are the children who were making noise?
B.	tim chi kala:sas manz.	They are in the class.
A.	yimɨ ko:ri yeti para:n cha, tɨmɨ cha: sa:rey ho:sṭalas manz ro:za:n?	Do all the girls, who study here, reside in the hostel?
B.	na, sa:rey chanɨ ho:sṭalas manz ro:za:n. kẽh cha gari p’aṭhɨ yiva:n.	No, all of them do not stay in the hostel. Some of them come from their homes.
A.	toh’ kot kot gətshiv?	Where will you go?
B.	yot yot toh’ gətshiv, bɨ ti gatshɨ tot tot.	Wherever you go, I will also go over there.
A.	mohnun saykal cha: tuhɨndis saykạlas niš?	Is Mohan’s bicycle near your bicycle?
B.	yet’an m’o:n saykal chu, tat’an chunɨ mohnun.	Mohan’s bicycle is not at that place where mine is.
A.	me:n’ palav kath alma:ri manz chi?	In which almirah are my clothes?
B.	yath alma:ri manz me:n’ palav c̣ẖi, tath alma:ri manz chinɨ tuhɨnd’.	Your clothes are not in the same almirah in which my clothes are.
A.	toh’ kapə:r’ gətshiv cakras?	In which direction will you go for a walk?
B.	yapə:r’ toh’ cakras gətshiv, bɨ gatshɨ nɨ tapə:r’.	I will not go for a walk in the direction you’ll go .
A.	yem’sund yi duka:n chu,	Where is the house of the

	təm'sund garɨ kati chu?	person who owns this shop?
B.	me chunɨ pata: ki yi kəm'sund duka:n chu. bɨ karɨ mo:lu:m.	I don't know whose shop this is. I will find it out.
A.	toh' kar yiyiv duba:rɨ yo:r?	When will you come here again?
B.	yuthuy toh' šech su:ziv, bɨ yimɨ tiṭhuy.	The moment you will send (me) a message, I will come at the same moment.

Drills

I. Repetition drill

1. yus suli a:v, su gav garɨ.
2. yɔs tsi:r' a:yi, sɔ cha yetiy.
3. yimɨ ko:ri para:n cha, timɨ gatshan pa:s.
4. yemis duka:nda:ras me pɔ̃:sɨ dit', təmis ditivɨ tɔhi ti.
5. yem'sund yi maka:n chu, təm'sund chu hu duka:n ti.
6. yapə:r' toh' gatshiv, bɨ ti gatshɨ tapə:r'.
7. yet'ath tuhund me:z chu, taṭ'ath chunɨ m'o:n.

III. Transformation drill

la. mohnɨ chu m'o:n do:s. lb. mohnɨ chu dili ro:za:n.
1. mohnɨ, yus dili chu ro:za:n, chu m'o:n do:s.
2a. m'o:n do:s yiyi az. 2b. m'o:n do:s chu ḍa:kṭar.
3a. yim šur' chi šo:r kara:n. 3b. yim šur' chi kala:sas manz
4a. salmɨ gəyi haspata:l. 4b. salmɨ ə:s bema:r.
5a. yi almə:r' cha me:n'. 5b. yath alma:ri manz chi palav.
6a. yi maka:nɨ chu m'o:n. 6b. yi maka:nɨ chu boḍ.

III. Response drill

1. yɔs ku:r bema:r cha, sɔ kati cha? (gari) sɔ cha gari.
2. yɔs ku:r natsa:n cha, sɔ kati cha? (ba:gas manz)
3. yus šur šara:rti: chu, su kati chu? (kala:sas manz)
4. yus ləḍkɨ dili p'aṭhɨ a:mut chu, su kati chu? (ba:gas manz)
5. yim ləḍkɨ phe:l gatshan, tim k'a: karan? (yimtiha:n din)
5. yim šur' šo:r ə:s' kara:n tim kati chi?
6. yimɨ ko:ri geva:n cha, timɨ kaṭi cha? (para:n)
7. yimɨ zana:nɨ vanɨna:van, timɨ kati cha? (ca:y bana:va:n)

Exercises

I. Fill in the blanks using sutiable words:

1. yɔs ku:r garɨ gəyi ..... chanɨ .....
2. yim ləḍkɨ kə:m chi kara:n ..... kati .....?
3. yim yath ....manz ro:za:n chi ..... cha sə:riy .....
4. yot yot toh' gətshiv ..... gatsɨ ..... ti..
5. yapə:r' yapə:r' bɨ go:s ..... a:yivɨ toh' ti.
6. yem'sund yi me:z chu ..... chu yi sondu:kh ti.
7. .... toh' šech su:ziv, tithuy yimɨ bɨ.
8. yath maka:nas manz bɨ chus ro:za:n .... nəzdi:kh chunɨ kã:h ...
9. yet'an tuhund garɨ chu ... chunɨ ...
10. yeti toh'... ro:za:n ... chu m'o:n do:s ti...

IV. Complete the following sentences using co-relative pronouns:

1. yithuy toh' to:r gətshiv ....
2. yet'an toh' bihith chiv .....
3. yapə:r' toh' gətshiv .....
4. yath kulis me:vɨ chi .....
5. yem'sund yi kalam chu ....

III. Use the following correlative pronoun forms in sentences :

1. yus ..... su 2. yɔs ..... sɔ 3. yim ..... tim .
4.yimɨ ..... timɨ 5. yus yus ..... su su 6. yas yas ..... sɔ
sɔ 7. yim yim ..... tim tim 8. yimɨ yimɨ ..... timɨ timɨ.

Notes

Relative clause constructions.

Relative clause constructions are formed by the use of relative and correlative pronouns : *yus . . . su, yim . . . tim, yɔs . . . sɔ, yimɨ . . . timɨ, yath . . . . tath* etc. as examplified above. The relative forms are used in the first clause and the correlative in the second.

Vocabulary

va:pas gatshun	to return	yeti	here
kapə:r'	which direction	sə:ri:	all
ho:sṭal m	hostel	yapə:r'	this direction
niš	near	yet'an	where at
tapə:r'	the same direction	tat'an	there at
		pa:s gatshun	to pass
mo:lu:m karun	to enquire	duba:rɨ	next time, again
šara:rti:	mischievous	yithuy	the moment
tithuy	at that moment	suli	early

Appendix

Classified Vocabulary in Kashmiri

Nouns

4.1 Parts of body

əch	f.	'eye'	nər	f.	'arm'
ə:s	m.	'mouth'	nam	m.	'nail'
athɨ	m.	'hand'	nas	f.	'nose'
õgɨj	f.	'finger'	neṭh	m.	'thumb'
kalɨ	m.	'head'	ḍ'akɨ	m.	'forehead'
kan	m.	'ear'	pa:n	m.	'body'
kamar	m.	'waist'	ph'ok	m.	'shoulder'
koṭh	m.	'knee'	buth	m.	'face'
khɔrm.		'foot'	bum	f.	'eyebrow'
gal	f.	'cheek'	mas	m.	'hair'
gardan	f.	'neck'	manz athɨ	m.	'palm'
gõ:tsh	f.	'moustache'	mɔmɨ	m.	'breast'
zang	f.	'leg'	yaḍ	f.	'belly'
z'av	f.	'tongue'	vach	m.	'chest'
tu:n	m.	'navel'	vuṭh	m.	'lips'
də:r	f.	'beard'	ša:nɨ	f.	'back'
dand	m.	'teeth'	hots	m.	'wrist'
dema:g	m.	'brain'	hoṭ	m.	'throat'
dil	m.	'heart'	hɔ̃gan'	f.	'chin'

1.2. Clothes and Ornaments

ãgo:cɨ	m.	'towel'	patlu:n	m.	'pants'
kəmi:z	f.	'shirt'	pɔša:k	m.	'dress'
kapur	m.	'cloth'	pheran	m.	'a dress'
kambal	f.	'blanket'	bəniya:n	f.	'sweater'
kor	m.	'metal bracelet'	makhmal	m.	'velvet'
ko:ṭh	m.	'coat'	ma:l	f.	'garland'
kurtɨ	m.	'loose shirt'	malmal	m.	'muslin'

gəhnɨ	m.	‘ornaments’	mo:zɨ	m.	‘socks’
gunus	m.	‘bracelet’	ye:r	m.	‘wool’
gulo:band	m.	‘muffler’	ri:šim	m.	‘silk’
pə:ja:mɨ	m.	‘trousers’	ruma:l	m.	‘hanky’
tavliya:	f.	‘towel’	və:j	f.	‘ring’
dasta:r	m.	‘turban’	šilva:r	m.	‘trousors’
du:t’	f.	‘saree’	ša:l	m.	‘ shawl’
nor	m.	‘sleeve’	sa:phɨ	m.	‘turban’
tsa:dar	f.	‘blanket’	phira:k	m	‘frock’

1.3. Jewels, Metals and Minerals

gandukh	m.	‘sulphur’	lɔy	f.	‘bronze’
cə̃:d’	f.	‘silver’	ši:šɨ	m.	‘glass’
tra:m	m.	‘copper’	šaštɨr	m.	‘iron’
ti:n	m.	‘tin’	sartal	f.	‘brass’
mɔkhtɨ	m.	‘pearls’	sɔn	m.	‘gold’
la:l	m.	‘ruby’	hi:rɨ	m.	‘diamond’

1.4. *Animals, birds and insects*

kaṭh	m.	‘sheep’	tulɨr	f.	‘butterfly’
ka:v	m.	‘crow’	to:tɨ	m.	‘parrot’
kã:ṭur	n.	‘sparrow’	dã:d		‘bull’
k’om	m.	‘insect’	poz	m.	‘monkey’
kɔkur	m.	‘roost, cock’	bro:r	m.	‘cat’
ko:tur	n.	‘pigeon’	məch	f.	‘fly’
kukil	f.	‘cuckoo’	mə:š	f.	‘buffalo’
khar	m.	‘donkey’	mo:r	m.	‘peacock’
khargo:š	m.	‘rabbit’	ra:tɨmɔgul	m.	‘owl’
gə̃:ṭh	f.	‘eagle’	rey	f.	‘ant’
ga:v		‘cow’	ru:s’kəṭ	f.	‘deer’
gur		‘horse’	vu:ṭh	m.	‘camel’
gagur		‘mouse’	sɨh	m.	‘lion’
gə:ḍ	f.	‘fish’	so:r	m.	‘pig’
tsər	f.	‘sparrow’	ha:put	m.	‘bear’
tsar	m.	‘bed-bug’	hã:gul	m.	‘stag’
tsha:vul	m.	‘goat’	hos	m.	‘elephant’
gəb	f	‘sheep’	hə:r	f.	‘maina’

1.5. *Flowers*

gula:b	m.	'rose'	pampo:š	m.	'lotus'
guliaphta:b	m.	'sun-flower'	po:š	m.	'flower'
came:li:	f.	'jasmine'	yambɨrzal	f.	'narcissus.'
ja:phɨr'po:š	m.	'marigold'			

1.6. Vegetables

adrakh	f.	'ginger'	ruhun	m.	'garlic'
o:luv	m.	'potato'	pudɨnɨ	m.	'mint'
kə:šir al	f.	'bottle gourd'	phua gu:bi:	m.	'cauliflower
kare:li	m.	'bitter gourd'	band gu:bi:	m	'cabbage
ga:zɨr	f.	'carrot'	binḍi:	f.	'ladyfinger'
gãḍɨ	m.	'onion'	maṭar	m.	'peas'
gɔgɨj	f.	'turnip'	martsɨvã:gun	m.	'chilli'
cukandar	m.	'beet root'	muj	f.	'radish'
ṭama:ṭar	m.	'tomato'	ra:zma:h	m.	'beans'
da:nival	f.	'coriander'	ruvɨvã:gun	m.	'tomato'
naḍuṛ	m.	lotus root	vã:gun	m.	'briṇjal'
pa:lakh	f.	'spinach'	šakarkand	m.	'sweetpotato'
pra:n	m	'green garlic'	ha:kh	m.	'sweeds'
lə:r	m	'cucumber'			

1.7. Fruits

ə:r	m.	'plum'	tul	m.	'mulbery'
amb	f.	'mango'	də:n	m.	'pomegranate'
o:luvbukha:r	m.	'black plum'	dach	m.	'grapes'
amru:d	m.	'guava'	na:rji:l	m.	'coconut'
ka:ju:	m.	'cashewnut'	n'om	m.	'lemon'
kišmiš	m.	'raisin'	papi:tɨ	m.	'papaya'
ke:lɨ	m.	'banana'	pistɨ	m.	'pistachionut'
khəzir	m.	'date'	ba:da:m	m.	'almond'
kharbuz	m.	'melon'	mɔ̃gɨphol	m.	'ground nut'
khu:prɨ	m.	'coconut'	munkɨ	m.	'raisin (big)'
ja:nun	m.	'jambo'	yenji:r	f.	'big'
tse:r	f.	'appricot'	lə:r	m.	'cucumber,
tsu:ṭh	m.	'apple'	sangtarɨ	m.	'orange'
ṭang	m.	'pear'	supə:r'	f.	'betal nut'
ḍu:n	m.	'walnut'	hendɨvend	m.	'watermelon'

1.8. Eatables and Spices

ə:l	f.	‘cardamom’	dɔd	m.	‘milk’
ã:ca:r	m.	‘pickles’	neni	f	‘meat’
o:ṭ	m.	‘flour’	na:ṭɨ	f	‘meat’
kɨnɨkh	m.	‘wheat’	nu:n	m.	‘salt’
k̈aba:b	m.	‘minced meat’	pa:n	m.	‘betal leaf’
kulici	m.	‘a breadcake’	batɨ	m.	‘cooked rice’
kɔrmɨ̣	m.	‘a mutton dish’	mədre:r	m.	‘sugar’
kə?g	m.	‘saffron’	ma:z	m.	‘mutton’
khir	m.	‘a sweet dish’	masa:lɨ	m.	‘spices’
g’av	m.	‘purified butter	marɨts	m.	‘pepper’
cani	m.	‘gram’	ma:ch	m.	‘honey’
ca:y	f.	‘tea’	miṭhə:y	f.	‘sweets’
tsa:man	f.	‘cheese’	yakhɨn’	f	‘a meat dish’
tsoṭ	f.	‘a thin bread’	rɔng	m.	‘cloves’
tsa:man	f.	‘cheese’	ledɨr	f.	‘turmeric’
za:mut dɔd	m.	‘curd’	ləs’	f	‘a beverage of milk/curds’
ṭhu:l	m.	‘egg’			
ḍabal tsoṭ	f.	‘bread’	šɔ̃:ṭh	m.	‘ginger’
ti:l	m.	‘oil’	sabzi:	f.	‘vegetable’
tembar hendi:	f.	‘tamirind’	s’un	m	‘mutton’
tomul	m.	‘rice’	hɔga:ḍɨ	f.	‘dry fish’
thən’	f.	‘butter’	heḍar	m.	‘mushrooms
da:l	f.	‘pulses’	da:lci:n	f	‘cinnamin’

1.9. Household articles

ə:nɨ	m.	‘mirror’	ciṭh’	f.	‘letter’
ə:nakh	m.	‘spectacles’	co:kɨ	m.	‘kitchen’
akhba:r	m.	‘newspaper’	chətɨr’	f.	‘umbrella’
almə:r’	f.	‘almirah’	chat	m	‘roof’
kə:li:n	m.	‘carpet’	ṭhe:lɨ	m.	‘bag’
kamrɨ	m.	‘room’	ḍab	f.	‘balcony’ ‘
kap	m.	‘cup’	ḍabɨ	m.	‘box’
kalam	m	‘pen’	tə:v	f.	‘iron pan’
kanguv	m.	‘comb’	ta:r	f.	‘wire’
ka:pi:	f.	‘copy’	tasvi:r	f	‘picture’
ka:kaz	m.	‘paper’	ta:s	m	‘playing cards’
kita:b	f.	‘book’	tham	m.	‘pillar’
kuluph	m.	‘lock’	tha:l	m.	‘plate’
k’ul	m.	‘nail’	də:r	f.	‘window’

kursi:	f.	'chair'	darva:zɨ	m.	'door'
kuz	f.	'key'	dukə:r	f.	'scissors'
kho:s	m.	'a cup'	dava:h	m	'medicine'
gər	f.	'watch'	de:va:r	m.	'wall'
gabɨ	m.	'woollen carpet'	duka:n	m.	'shop'
garɨ	m.	'home'	namdɨ	m.	'a carpet'
gila:s	m.	'tumbler'	na:r	m	'fire'
ca:rpa:y	f.	'cot'	noṭ	m.	'earthern pitcher'
cas	m.	'chess'			
pə̃:sɨ	m̄.	'money'	mi:l	f.	'ink'
paš	m.	'roof'	razə:y	f.	'quilt'
pankhɨ	m.	'fan'	lər	f.	'house'
p'a:lɨ	m.	'cup'	le:ph	f.	'quilt'
baṭun	m.	'button'	lu:r	f.	'stick'
ba:l	f.	'ball'	lipha:phɨ	m.	"envelope'
ba:g	m.	'garden'	vaguv	m.	'mat'
ba:zar	m.	'market'	vath	f.	'way, path'
ba:nl	m.	'vessel'	ši:šɨ	m.	'glass'
bijli:	f.	'electricity'	šra:puc	m.	'knife'
me:z	m.	'table'	satɨrənḍ	f.	'cotton carpet'
bistar	m.	'bedding'	sandu:kh	m.	'box'
bohgun	m.	'a vessel'	saḍak	f.	'road'
brã:ḍ	m.	'varandah'	sa:ma:n	m.	'goods'
mə:da:n	m.	'an open field'	sɨtsan	f.	'needle'
maka:n	m.	'house'	he:r	f.	'staircase'

1.10. Nature, time and seasons

aphta:b	m.	'sun'	po:n'	m.	'water'
asma:n	m.	'sky'	paha:ḍ	m.	'mountain'
a:b	m.	'water'	ba:l	m.	'mountain'
a:bša:r	m.	'waterfall'	retɨko:l	m.	'summer'
obur	m.	'clouds'	reth	m.	'month'
kul	m.	'tree'	ra:th	f.	'night'
kə:l'keth		'day after tomorrow'	ra:mra:ṃ bədrɨn' du:n'	f.	'rainbow'
kɔl	f.	'stream'	ru:d	m.	'rain'
khɔphtan	m.	'dusk'	vəri:	m.	'year'
ga:š	m.	'light'	vəhra:th	f.	'rainy season'
ga:sɨ	m.	'grass'	van	m.	'forest'
jangul	m.	'forest'	vandɨ	m.	'winter'

tse:r	m.	‘late’	vuzɨmal	f.	‘lightning’
zəmi:n	m.	‘land’	vunar	f.	‘mist’
zu:n	f.	‘moon’	šabnam	m.	‘dew’
zu:nɨga:š	m.	‘moon-light’	šab	m	‘night’
digar	m.	‘afternoon’	ša:m	m.	‘evening’
ta:rukh	m.	‘star’	ši:n	m.	‘snow’
ta:ph	m.	‘sunshine’	sahar	m.	‘dawn’
tɨ:r	f.	‘cold’	sabza:r	m.	‘greenery’
dəriya:v	m.	‘river’	samandar	m.	‘ocean’
dɨh	m.	‘smoke’	sõ:th¯	m.	‘spring’
dɔh	m.	‘day’	siriyi	m.	‘sun’
dupɨhə:r	m.	‘noon’	subuh	m.	‘morning’
nab	m.	‘sky’	sul	f.	‘early’
harud	m.	‘autumn’	haphtɨ	m.	‘week’
hava:h	m.	‘air’	sɔ̃zal	f.	‘rainbow’

1.11. Occupations

aphsar	m.	‘officer’	duka:nda:r	m.	‘shopkeeper’
akṭar		‘actor’	dob	m.	‘washerman
(y)inji:nar		‘engineer’	nə:yid	m.	‘barber’
kalə:rk		‘clerk’	no:kar		‘servant’
kamišnar		‘commissioner	’phe:rivo:l	m.	‘hawker’
kã:dur	m.	‘bakeryman’	ba:gva:n	m.	‘gardener’
kə:r’gar	m	‘artisan’	ba:pə:r’		‘businessman’
kuli:	m.	‘coolie,porter’	mə:likh	m.	‘master’
kha:r	m.	‘blacksmith’	mə:li:	m.	‘gardener’
gra:kh	m.	‘customer’	mozu:r		‘labourer’
gəḍi:sa:z	m	‘watch maker’	mulə:zi	m	‘employee’
ga:ḍi vo:l	m	‘vehicle driver’	və:zi:r		‘minister’
gru:s	m.	‘farmer’	vəzi:ri azɨ	m	‘prime minister
‘caprə:s’	m.	‘peon’	va:tul	m.	‘cobbler’
cu:k’dar	m.	‘watchman’	va:zɨ		‘cook’
cha:n	m.	‘carpenter’	vɔsta:d		‘teacher’
ḍa:kṭar		‘doctor’	sɨts		‘tailor’
ḍa:kɨvo:l	m.	‘postman’	sɔnur	m.	‘goldsmith’
tilɨvo:n’	m.	‘oilman’	həki:m		‘Unani doctor’
tha:nɨda:r	m.	‘police officer’	halɨvo:y	m.	‘sweets seller’

1.12. Relationships

ku:r	'daughter, girl'
kɔlay	'wife'
khã:da:r	'husband'
baḍɨbud'	
bab	'great grandfather'
benthɨr	'sister's son'
beni	'sister' sister's husband'
zana:n	'wife',
za:m	'husband's sister'
za:mɨtur	'son-in-law'
zur	'grandson'/ 'granddaughter'
trɨy	'wife'
do:s	'friend'
dušman	'enemy'
druy	'husband's brother'
necuv	'son'
na:n'	'grandmother'
nɔš	'daughter-in-law'
pitɨr beni.	'father's brother's daughter'
pitur bo:y	'father's brother's son'
petɨr	'paternal uncle'
pecan'	'paternal aunt'
pɔph	'father's sister'
pɔphuv	'father's sister's daughter'
pɔphtɨr beni	'father's sister's daughter'
pɔphtur bo:y	'father's sister's son'
potsh	'guest'
bartha:	'husband'
ba:pəthɨr	'brother's son'
haš	'mother-in-law'

bəyka:kan'	'brother's wife'
baḍɨna:n'	' great grand mother'
khã:da:ren'.	'wife'
kha:vand	'husband'
zə:mi:	'husband's
be:mɨ	'sister's husband'
bo:y	'brother'
mo:l	'father'
mə:j	'mother'
ma:s	'mother's sister'
ma:suv	'mother's sister's husband'
ma:stur bo:y	'mother's sister's son'
ma:stɨr beni	'mother's sister's daughter'
ma:m	'mother's brother'
ru:n	'husband'
ləḍkɨ	'boy, son'
ves	'girl's girl friend'
vo:r1 beni	'step sister'
vo:rɨ mə:j	'step mother'
vo:rɨ mo:l	'step father'
vo:rɨ bo:y	'step brother'
v:orɨ necuv	'step son'
vo:rɨ ku:r	'step daughter'
šur	'child'
sa:l	'wife's sister'
həhar	'wife's brother'

1.13 Days of the week

tsəndɨrva:r	f.	'Monday'	šokɨrva:rf.		'Friday'
bomva:r	f.	'Tuesday'	juma:h	m.	'Friday'
bɔdva:r	f.	'Wednesday'	baṭɨva:r	f.	'Saturday'
brasva:r	f.	'Thursday'	a:thɨva:r	f.	'Sunday'

1.14. Months of the year

vayakh	m.	April-May	katakh	m.	Oct-Nov.
ze:ṭh	m.	May-June	mɔnjiho:r	m.	Nov-Dec.
ha:r	m.	June-July	pɔh	m.	Dec.-Jan.
šra:vun	m.	July-August	ma:ġ	m.	Jan-Feb.
bə:dɨr	m.	August-Sept.	pha:gun	m.	Feb-March
ə:šid	m.	Sept-Oct.	tsithɨr	m.	Mar.-April

1.15 Miscellaneous

aphsu:s	m	'regret'	java:b	m.	'answer, reply'
ada:lath	f.	'court'	tsa:s	f.	'cough'
a:ra:m	m.	'rest,comfort'	zaba:n	f.	'language'
kɨ:math	m.	'price'	zilɨ	m.	'district'
kira:yi	f.	'rent, fare'	tala:kh	m.	'divorce'
khabar	f.	'news'	təhsi:l	m.	'tehsil'
khoši:	f.	'happiness'	tə:ti:l	m.	'holiday'
kha:h	m.	'field'	tə:ri:ph.	m.	'praise'
gam	m.	'sorrow'	takdi:r	m.	'luck'
galti:	f.	'mistake'	takli:ph	m.	'pain'
ga:m	m.	'village'	taph	m.	'fever'
tama:šɨ	m.	'show'	muškil	f.	'difficulty'
darim	m.	'religion'	musə:phir	m.	'traveller'
dɔkh	m.	'grief'	mi:l	m.	'mile'
do:khɨ	m.	'fraud'	yazath	m.	'respect'
duniya:h	m.	'world'	ya:d	m.	'memory'
nema:z	f.	'prayer of Muslims'	yintiza:r	m.	'wait'
			šukriya:		'thanks'
nethɨr	m.	'marriage'	yela:j	m.	'treatment'
pu:za:	f.	'worship'	vakhɨt	m.	'time'
bɔ̇chi	f.	'appetite'	varta:v	m.	'behaviour'
maksad	m.	'aim'	šahar	m.	'city'
mazɨ	m.	'pleasure'	šika:yath	f.	'complaints'

maza:kh	m.	'joke'	šo:kh	m.	'fondness'
madath	m.	'help'	šra:n	m.	'bath'
mandar	m.	'temple'	sava:l	m.	'question'
masjid	f.	'mosque'	saphə:yi:	f.	'cleanliness'
mohbath	m.	'love'	haspata:l	m.	'hospital'

2. Pronouns

əs'	'we'	panun		'one's own'
k'a:	'what¯	bɨ		'I'
kẽh	'some, a few'	m'o:n		'my, mine'
kus	'who'	yi		'this, it, he, she'
kus ta:m	'somebody'	yus		'who/that'
co:n	'your'	so:n		'our'
tsɨ	'you'	su		'he,that'(out ofSight)
təm'sund'	his, her'	sɔ		'she,that'(out of Sight)
tim	'he, they'	hu		'he,that'(within sight)
timan hund	'his/her, their'	hum		'he (hon), they'
ṭihund	'his/her,their'	humɨ	f.	'they'
t̀uhund	'your'			

3. Adjectives

əji:b	m.	'strange'	bad		'bad'
əmi:r		'rich'	badšakal		'ugly'
ə:khɨri:		'last'	band		'closed'
a:sa:n		'easy'	be:vku:ph		'fool'
odur		'wet'	boḍ m.		'big'
oḍ	m.	'half'	ṭ'oṭh	m.	'bitter'
kam		'less'	ṭhanḍɨ		'cold'
kamzo:r		'weak'	ṭhi:kh		'correct'
kun	m.	'single'	ḍ'ol		'loose'
kul		'whole'	ta:zɨ		'fresh'
kɨ:mti:		'expensive'	te:z		'ṣharp, fast',
koc	m.	'unripe, raw'	turun		'cold'
kruhun	m.	'black'	thod		'high'
khə:li:		'empty'	dochun		'right'
khara:b		'bad'	drog		'expensive
khạ:s		'special'	namki:n		'sạlty'
khulɨ		'open, loose'	narɨm		'soft'
kho:vur		'left'	nov		'new'

gəri:b	'poor'	n'u:l	'blue'
gandɨ	'dirty'	patlɨ	'thin'
garɨm	'hot, warm'	pop	'ripe'
galath	'wrong'	pu:rɨ	'complete'
gob	'heavy'	pro:n	'old'
gon	'dense, thick'	ca:la:kh	'clever'
go:l	'round'	ja:n	'good'
guləːb'	'pink'	tsok	'sour'
zə:v'ul	'slim, thin'	vɔzul	'red'
zakhmi:	'wounded'	səhi:	'correct'
z'a:dɨ	'much, more'	sakhɨt	'hard'
z'u:ṭh	'tall', long'	saphe:d	'white'
rut	'good'	sabɨz	'green'
la:jvər'	'purple'	sastɨ	'cheap'
l'odur	'yellow'	sa:dɨ	'simple'
lɔkuṭ	'small'	s'od m.	'straight'
modur	'sweet'	sɔndar	'beautiful'
moṭ	'fat'	hokh m.	'dry'
mulə:yim	'soft'	hol m.	'bent, crooked'
va:riya:h	'many'	halkɨ	'light'
vulṭɨ	'opposite'	hava:da:r	'airy'

4. **Numerals**

4.1 Cardinals

1. akh	2. zɨ	3. tre	4. tso:r
5. pã:tsh	6. še	7. sath	8. ə:ṭh
9. nav	10. dəh	11.ka:h	12. ba:h
13. truva:h	14. tsɔda:h	15. panda:h	16. šura:h
17. sada:h	18. arda:h	19. kunɨvuh	20. vuh
21 akɨvuh	21. zɨto:vuh	23. tro:vuh	24. tso:vuh
25. pĩtsɨh	26. šaṭɨvuh	27. sato:vuh	28. aṭho:vuh
29. kunɨtrɨh	30. trɨh	31. aktrɨh	32. dɔyitrɨh
33. teyitrɨh	34. tsɔyitrɨh	35. pã:tstrɨh	36. šeyitrɨh
37. satɨtrɨh	38. aritrɨh	39. kunɨtə:ji:	40. tsatji:
41. akɨtə:ji:	42. dɔyitə:ji:	43. teyitə:ji	44. tsɔyitə:ji:
45. pã:tstə:ji:	46. šeyitə:ji:	47. satɨtə:ji:	48. aritə:ji:
49. kunvanzah	50. pantsạ:h	51. akvanza:h	52. duvanza:h
53. truvanza:h	54. tsuvanza:h	55. pã:tsvanza:	56. švanza:h
57. satvanza:h	58. arvanza:h	59. kunhə: ṭh	60. še: ṭ h

61. akɨhə:ṭh	62. duhə:ṭh	63. truhə:ṭh	64. tsuhə:ṭh
65. pã:tsɨhə:ṭh	66. šuhə:ṭh	67. satɨhə:ṭh	68. arhə:ṭh
69. kunɨsatath	70. satath	71. akɨsatath	72. dusatath
73. trusatath	74. tsusatath	75. pã:tsɨsatath	76. šusatath
77. satɨsatath	78. arɨsatath	79. kunɨši:th	80. ši:th
81. akɨši:th	82. dɔyiši:th	83. treyiši:th	84. tsɔyiši:th
85. pã:tsɨši:th	86. šeyiši:th	87. satɨši:th	88. arɨši:th
89. kunɨnamath	90. namath	91. akɨnamath	92. dunamath
93. trunamath	94. tsunamatli	95. pã:tsnamath	96. šunamath
97. satɨnamath.	98. arɨnamath	99. namnamath	100. hath

101	akh hath tɨ akh	100,000	lach
1000	sa:s	1,000,000	dah lach
1001	lakh sa:s tɨ akh	10,000,000	karo:r
10,000	dəh sa:s		

4.2. Ordinals

əki:m	'first'	kəhim	'eleventh'
doyim	'second'	bəhim	'twelfth'
treyim	'third'	truvə:him	'thirteenth'
tsu:rim	'fourth'	tsɔdə:him	'fourteenth'
pɨ̃:tsim	'fifth'	pandə:him	'fifteenth'
šeyim	'sixth'	šurə:him	'sixteenth'
sətim	'seventh'	sadə:him	'seventeeth'
ɨ: ṭhim	'eighth'	arɨdə:him	'eighteenth'
nəvim	'ninth'	kunɨvu:him	'nineteenth'
dəhim	'tenth'	vuhim	'twentieth'

4.3. Fractions

pa:v	'quarter' (¼)
oḍ	'half' (½)
sɔ:d	'one and a quarer' (1¼)
sɔ:dɨ zɨ	'two and a quarter (2 ¼)
du:n	'three quarters (¾)
du:nɨ zɨ	'one and three quarters' (1¾)
ḍɔḍ	'one and half' (1 ½)
ḍa:yi	'two and half' (2 ½)
sa:ḍɨ tre	'three and half' (3 ½)
sa:ḍɨ tso:r	'four add half' (4 ½)

5. Verbs

asun		'to laugh'	tsalun	'to run away'
a:sun		'to be'	tsa:pun	'to chew'
anun		'to bring'	tsu:r karɨn'	'to steal'
a:lav karun		'to call'	tshã:ḍun	'to look for'
a:vra:vun		'to cover'	tshnuun	'to wear'
kə̃:pun		'to shiver'	za:nun	'to know'
kaḍun		'to take out'	za:lun	'to burn'
kama:vun		'to earn'	ze:nun	'to win'
karun		'to do'	to:lun	'to weigh'
kɨnun		'to sell'	tulun	'to lift'
khasun		'to climb	tra:vun	'to leave'
kho:lun		'to.open'	daba:vun	'to press down'
kh'on		'to eat'	dazun	'to burn'
gə̃zrun		'to count'	d'un	'to give'
g'avun		'to sing'	do:run	'to run'
ga:brun		'to be afraid'	ne:run	'to get out'
guza:run		'to spend (time)'	ṭhəhrun	'to stay'
grakun	i.	'to boil'	ḍẽ:shun	'to see'
grakɨna:vun	t.	'to boil	pakun	'to walk'
con		'to drink'	parun	'to read/study'
chalun		'to wash'	p'on	'to fall'
cha:pun		'to print'	pišun	'to grind'
chupun	i.	'to hide'	tsaṭun	'to cut'
prazlun	i.	'to shine'	yun	'to come'
prazna:vun		'to recognise'	ranun	'to cook'
prɨtshun		'to ask'	raṭun	'to catch/hold'
phaṭun		'to sink/drown'	ra:van	'to loose'
phe:run		'to turn, travel'	ro:zun	'to reside'
phuṭun	i.	'to be broken'	laḍun	'to quarrel'
phuṭɨra:vun	t.	'to break'	lamun	'to pull'
bə:gra:vun		'to distribute'	labun	'to get/acquire'
barun		'to fill'	la:yun	'to beat'
baca:vun		'to save'	vanun	'to say'
baḍa:vun		'to increase'	valun	'to wrap'
bana:vun		'to make/build'	vasun	'to get down'
basun		'to inhabit'	vɔthun	'to stand up'
bihun		'to sit'	vuchun	'to see'
buḍun		'to become old'	vuphun	'to fly'
bo:zun		'to listen'	še:run	'to serve/set right'

ma:h karun	'to kiss'	samjun	'to understand'
məšra:vun	'to forget	so:zun	'to send'
mašun	'to forget'	sõ:cun	'to think'
marun	'to die'	suvun	'to stitch'
ma:run	'to kill'	ha:run	'to loose'
mangun	'lo ask for'	hechun	'to learn'
ma:nun	'to admit'	h'on	'to buy'
yatshun	'to desire'	yi:run	'to flow'

6. Adverbs

ə:khir	'after all'	bilkul	'quite'
aksar	'often,generally'	bɔn	'down'
aca:nakh	'suddenly'	brõh	'before'
az	'to day'	brõh kani	'in front of
azkal	'now-a-days'	manz	'among'
kə:l'k'ath	'day after tomorrow'	manzɨ	'sometimes'
kar	'when'	yeti	'here'
kati	'where'	yeli	'when'
kithɨkin'	'how'	yithɨkɨn'	'in this way'
gọḍɨ	'in the beginning'	yu:t	'as much as'
jalid	'quickly'	ra:th	'yesterday'
tshɔpɨ kərith	'silently'	va:riya:h	'plenty'
tik'a:zi	'because'	va:rɨ va:rɨ	'slowly'
teli	'then'	vun'	'just now'
du:r	'away.'	vɔn'	'now'
nəzdi:kh	'near'	ša:yad	'perhaps'
be:šakh	'of course'	s'aṭha:	'much, enough'
nebar	'outside'	siriph	'only'
zaru:r	'certainly'	hame:ši	'always'
paga:h	'tomorrow'	heri	'above'
patɨ	'after'	h'or	'upward'
patɨkani	'behind'	hoti	'there'

7. Cojunctions

agar	'if'	beyi	'and'
amikin'	'hence, so'	magar	'but'
ki	'that'	ya:	'or'

bəl'ki	'but, on the	ya..ya:..	'either.. or'
contrary'	kini	'or'	

8. Postpositions

əndrɨ	'from within	nišɨ	'from'
andar	. 'in, inside'	p'aṭh	'on'
tal	'under	p'aṭhɨ	'from'
talɨ p'aṭhi	from bottom'	manz	'in, inside'
niš	'near'	manzɨ	'from within'

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